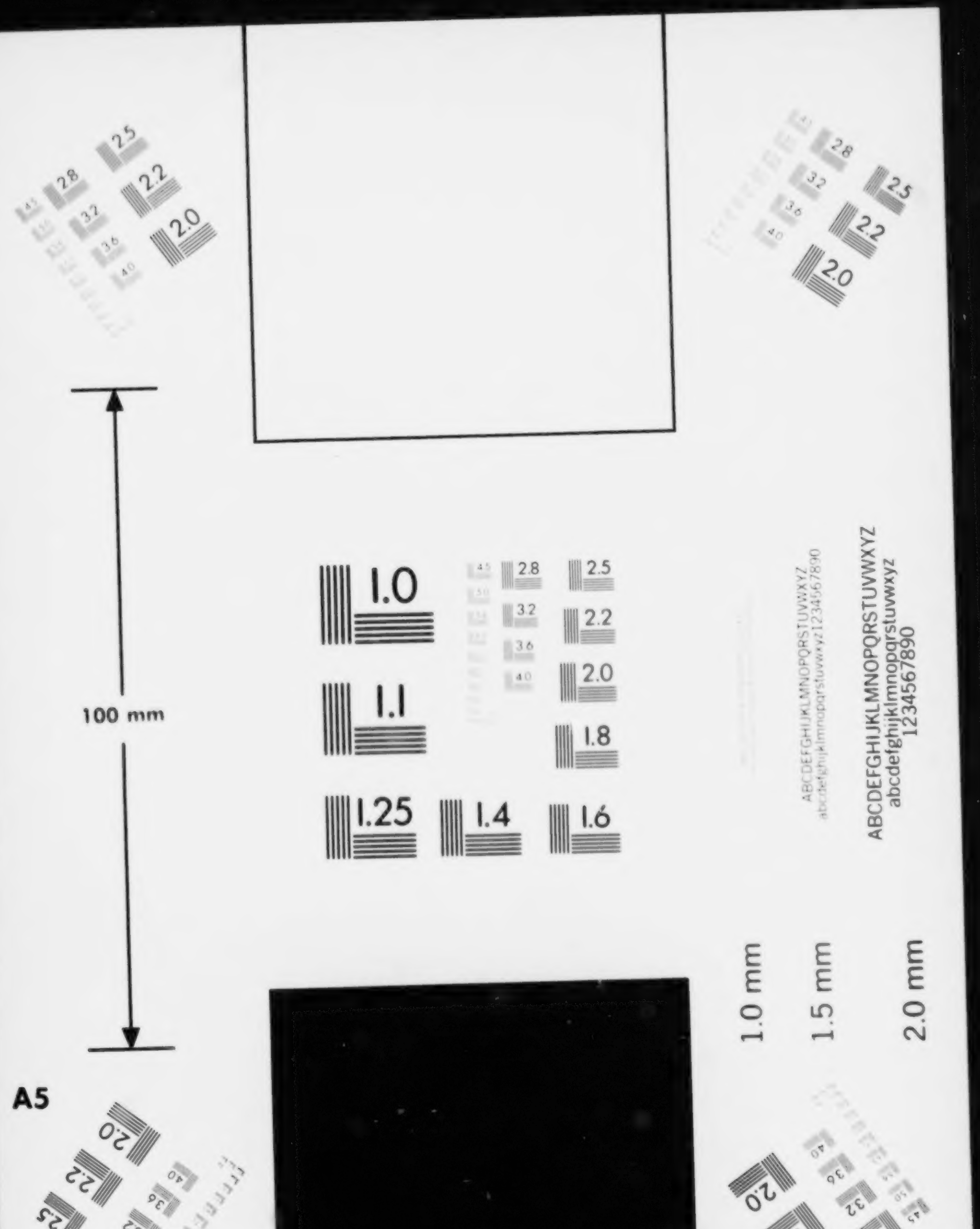
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ABSTRACT

The John Rolfe Museum and Historical Research Center in Richmond, Virginia, was established in 1982 to stimulate community knowledge and interest in regional heritage, provide a "real world" outlet for students pursuing historical research, and broaden students' perspectives about sources of knowledge and how to use them effectively. In the formative stages of the project, students in the Program for the Talented and Gifted at John Rolfe Middle School participated in the development of the project; it is intended, however, that participation will expand to interested students and faculty throughtout the school. In 1986 the project received a two-year Excellence in Education grant (1) to acquire and organize the collection, (2) to develop teacher and student knowledge of community resources and assist in the use of those resources, (3) to design innovative curriculum that encourages inquiry learning and an interdisciplinary approach, (4) to provide new scholarly opportunities for students at all ability levels, and (5) to generate community support and interprofessional cooperation and involvement in the research, development, instruction, and programs. This final report contains the in-depth first year report, an accounting of the second-year growth and activities, and numerous appendices containing supportive materials related to year 2 of the grant period. These appendices, which make up the bulk of the document, include correspondence related to the project, a tentative plan for funding the center through the private sector, dissemination materials, samples of developed activities, samples of student work that are based on artifacts and a catalogue of the Rolfe Museum and Research Center Collection for Year 1. (JB)

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SPECIAL SCHOOL GRANT

UNITED STATES DEPARTMENT OF EDUCATION

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PROJECT TITLE:

JOHN ROLFE MUSEUM AND HISTORICAL RESEARCH CENTER

THE FINAL REPORT

SO 020 653

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THE JOHN ROLFE MUSEUM
AND
HISTORICAL RESEARCH CENTER

THE FINAL REPORT
TO
THE UNITED STATES DEPARTMENT OF EDUCATION

DECEMBER 1988

JOHN ROLFE MIDDLE SCHOOL
GRANT NUMBER: ERI-G-86-0092

ANNE S. VADEN

THE JOHN ROLFE MUSEUM
AND HISTORICAL RESEARCH CENTER

THE FINAL REPORT

The John Rolfe Museum and Historical Research Center, as of September 1988, completed its status as a two-year recipient of the Excellence in Education, Special School Grant # ERI-G-86-0092. Due to the in-depth extensiveness of the Year-One Report, December 1987, and the understanding that the Year-One Report will accompany this Final Report, the information to be provided here will only capsulate the original status of the project and year-one progress. As directed, this final account, with the exception of a year-one summary and the objectives and their supporting activities, will encompass only year-two activities and growth.

Before reporting on the specific areas of the museum progress as it has built on the previous year's accomplishments, thoughts must be shared on the undergirding philosophy of the entire project. Revitalizing the humanities and dissolving what seems to be a nationwide stereotype of history as a static discipline have been two major driving forces behind its development. These genuine concerns were aptly expressed by Charles Sydnor, President of Emory and Henry College and speechwriter for former Governor Robb. In a speech delivered to the Virginia Foundation for the Humanities he said,

> "What are the stakes in the extremely important enterprise...in examining how the humanities may gain a greater place and a stronger role in the secondary curriculum?
>
> The stakes are enormous. There is no other effort now contemplated or undertaken in American education, at any level, more critical to the development of the minds of the young or to their preparation for inheriting the future we will leave them, than the re-emphasis on the humanities at the secondary level."

The stakes are the children and their perceptions of themselves in relation to the legacies left for them, and the future they create for themselves! This responsibility lies in the hands of many. Statistics show that providing for the many academic experiences that encompass the humanities is at a low ebb. Not only each school system, but each teacher, must meet that need through adopting different techniques which stir a desire to learn. The John Rolfe Museum is one serious and creative effort in that direction.

Another national and local concern being emphasized in the Rolfe Museum is the emphasis on thinking, questioning and inquiry as catalysts in an historical and humanitarian quest.

It is learning to locate and analyze evidence and discern the truth in our historical legacy--local, state, and national legacies too precious to be lost to our children. They are the ones who carry it forward. We as educators must do our parts to teach young people to relate the past to the present and future, to gain a better perception of themselves and others, and to think critically and creatively in the process. Our calling is to accomplish these goals in meaningful and exciting ways so learning is internalyzed and applied. If we do not meet these crucial needs and capitalize on our legacies, they are lost to the next generation in ignorance and indifference. Does it matter? Yes, it does, and these positive attitudes will prevail in the Rolfe Museum and other places that it touches.

The demographics for John Rolfe Middle School remain virtually unchanged from previous reports. The John Rolfe Museum has, however, begun to expand its audience beyond those students previously using the facility and materials. In addition to greater use of the museum at Rolfe, teachers at two other Henrico County Schools have objects, documents, and activities presently on loan in their classrooms. One is using the reproduction objects and primary sources as integral parts of historical research conducted by her students. The other teacher is using an artifact kit and an interpretive activity to teach students how to use a museum as a resource. Neither school, Tuckahoe nor Byrd Middle Schools, is involved with the museum enough to justify additional demographic data, but it is a significant beginning.

Before reporting on year-two progress, it is essential to review the level of activity prior to funding and summarize growth during the first year of the grant. At the time the grant was awarded in September, 1986, The John Rolfe Museum and Historical Research Center was a six-year old idea with a small, local history document collection, a number of reproduction Indian artifacts made by the students, mounted enlarged photographs and historical activities, and two display cases located in the Talented and Gifted Center in the school. The project had the support of the Rolfe administration and PTA and had received some funding from the county's Director of Secondary Education. Community support was also evident through donations of historical information. Prior to the grant there was no staff position to administer the museum's development and growth.

With the grant a new and exciting phase emerged. The grant funding was the much needed impetus giving rise to an in-house museum which sparked the interest of students, faculty, and the community. A part-time staff position was created allowing two days a week for museum work. A classroom was transformed into a museum setting and a partitioned research center. Eight exhibits were planned through the cooperative efforts of students, the museum coordinator, and a professional exhibit designer. Area and state historical institutions and museums became involved with the intensive work and research being conducted by the students and museum coordinator. Materials for exhibit construction were purchased as was a voluminous amount of archival material and historical data for research and exhibition. Seven hundred and seventy books of an historical and literary nature were donated by a Richmond historian. Lessons, activities, and units were developed by the museum coordinator. As many as fifteen presentations have been given for teachers in Henrico and other school systems, for community organizations, and for state and international conferences and a university class. Monetary contributions and community interest have been forthcoming. With the awarding of this grant, came another Excellence in Education award from a state university. The Year-One Report and this Final Report provide the extensive details which make these above advancements come alive. The grant, in essence, made this museum and research center possible.

In detailing the progress of the project it is imperative to note four factors which have had an adverse influence on its development since last December. One factor was that the $15,000 grant amount for year two was devoted fully to personnel allocations, and there were no allowances for carryover funds for year two of the grant. This fact was not known at the outset of the grant. This necessity meant no money for materials and operating expenses. The only funds available for that purpose were community contributions. Collection acquisition, exhibit development, and other activities were curtailed. Another factor is that a full-time position, stated in the grant proposal for year two, did not become a reality.

The museum coordinator continued to direct and teach in the Program for the Talented and Gifted at Rolfe and administer the museum's development simultaneously. Thus, museum work was once again limited to two days a week. The time was just not available to execute every phase of the original proposal. The third factor which adversely affected the momentum of the project was a decision by the School Board not to budget for a museum staff position once the grant expired. This decision made last March, raised questions as to the future of the project. Prior to this decision the museum coordinator made extensive efforts to justify this funding through meetings with Central Office personnel, the preparation of a detailed operating budget, the request for personnel which was submitted, and a brief presentation to the Superintendent of Schools, an Assistant Superintendent, and members of the School Board. Details of these efforts are delineated in the Year-One Report, December 1987, and the March, 1988 Quarterly Report.

As of September, 1988, the museum is not staffed. The coordinator is now teaching full-time and directing the Program for the Talented and Gifted. So much progress in the last two years makes putting an end to the project inconceivable, but it cannot exist and accomplish its goals without professional direction. With fervent belief that it is a unique and valid educational program and an optimism in its value and potential, the coordinator is attempting to maintain the project and encourage its use by teachers and students until further funding materializes. These efforts will be described in other areas of the report.

In addition to these problems it should be noted that from the 1986-87 school sessions to the present, John Rolfe Middle School has had three different principals in three years. This fact renders continuity of administrative support and in-depth knowledge of the project virtually impossible. In addition to new principals, both assistant principals have also changed since 1986.

Despite these four factors, the museum coordinator continues to fervently believe in the need for and potential of the project. The museum and historical research class continues to work on the museum's development under the direction of the coordinator during her teaching schedule, and other efforts are being made to keep the project alive despite the lack of any personnel or staff time. Within the last few months $2,950 was allocated by the Superintendent for materials and operating needs. This funding gave some much needed assistance, but the project cannot survive without personnel. To reverse the process, however, as well as the monetary investment, and most of all to nullify the intellectual and creative energies of the students would be tragic.

The types of activities and studies which have been provided for the students encompass a multitude of experiences. These experiences can be categorized to incorporate the following:

-training in historical research methods
-research on seventeenth century Virginia and England
-teaching and application of critical and creative thinking skills
-emphasis on a respect for historical and democratic legacies and their relationships to the present
-teaching students specialized vocabulary and how to teach other students through the use of the museum resources
-development of positive attitudes and a spirit for active inquiry and learning
-museum functions and operations
-use of other museums
-interview and questioning skills
-presentations
-investigations and projects in local history
-exhibit design and development
-exposure and activities related to historical research careers.

The museum and historical research class is devoting its two class periods a week to local history research and an investigation of John Rolfe and Pocahontas. This research will constitute the information displayed in the Rolfe-Pocahontas-Varina exhibit for which plans have been designed. The projected completion date for this exhibit is early spring, 1989. The Henrico County Media Department agreed to transfer the student-written data to acetate strips with old English lettering. Visuals for this exhibit were acquired from the Virginia State Library and the Virginia Historical Society.

Three other topics for which some exhibit research has been conducted by students are sixteenth and seventeenth century English life and architecture. In addition, students have conducted extensive research on English herb gardens of the same period. Their research has included an introductory session with a horticulturalist and an herb specialist and visits to a sixteenth century English house and museum. These visits afforded the students opportunities to tour the herb gardens there and to actually work with a horticulturalist in digging and cultivating a practice plot. As a result of the students' work and research in this area, one student has established an herb garden of his own and contributed research materials and samples to a classroom display.

The John Rolfe Middle School Community Council, an active group of school and community patrons, donated $500 to the Rolfe Museum for the herb garden. This Council has followed the museum's development, and its members have contributed their interest, support, and suggestions.

In addition to the gift of the Rolfe Community Council, the Varina Woman's Club gave a contribution to the museum again this year. The gift in the amount of $250 affirms the continued support of this community organization. Their desire to remain informed of the museum's progress was evident through a second invitation to present a program in the museum. This presentation was given in April, 1988.

The professional exhibit consultant who worked with the project during year one, was not involved with the project during year two due to a lack of funds. Through recent community contributions and county funds budgeted for operating expenses and materials, he will be called upon during the coming year to evaluate the execution of several of his exhibit designs and to assist in the development of additional plans.

In a continued effort to disseminate information about the museum and its educational, research, and enjoyment opportunities a number of presentations were given during the past year. These presentations have ranged from educators to community groups to an international conference. Educators who have been exposed to the museum and its purposes this past year include teachers in seven of the ten departments at John Rolfe. These presentations given from October, 1978 through spring, 1988, involved approximately sixty Rolfe staff members. Because of the museum's major historical focus, teachers in the history department were given a special afternoon seminar in October, 1988 to inform them of the museum's purposes, provide them with an inventory, acquaint them with the nature of the interpretive activities, and discuss ways in which they can make use of the facility. Other teachers in the county who have been in the museum for workshops and seminars include the middle and high school history department chairmen and the county History Coordinator, and the middle school teachers in the Programs for the Talented and Gifted.

Several groups within the school system have requested programs or presentations. These groups include the Superintendent and School Board, the County Advisory Board for the Program for the Talented and Gifted, the Henrico Association of Education Office Personnel, and the John Rolfe Middle School Community Council. Community organizations receiving presentations on the project were the Varina Woman's Club and the Friends of Varina.

Within the museum community, meetings relating to the museum's goals and programs have been held with staff members at the Museum of the Confederacy and Stratford Hall. Stratford Hall was interested in the Rolfe Museum's activities and educational strategies for inclusion of ideas in a nationally offered residential seminar. The Museum of the Confederacy donated on indefinite loan a replica of a nineteenth century trunk holding primary source reproductions from their collection. Examples of sources acquired include 1860's newspapers, a map, prints, a journal recording, sheet music, and objects in a soldier's haversack. Accompanying this outreach program in the form of a traveling kit is a three-week classroom curriculum based on the inquiry process of learning.

The most far-reaching opportunity for dissemination came with an invitation to present at the International Reading Conference in Toronto, Canada. The title of this presentation was "An In-school Museum: Building Identity and Critical Thought." The major areas of focus were how the project originated, the grant funding, an overview of project goals, exhibit development, the nature of the collection, and the roles of the students in its development and educational programs. Two overriding themes permeating these topics throughout the presentation were the educational philosophy as it relates to student learning and application of critical thinking skills and methods of replication.

Distributed at each presentation were booklets on the museum. Although each different booklet is prepared to meet the needs of a particular audience, a general description of this dissemination material included a number of facets of the museum's objectives, activities, guidelines for using any museum, suggested activities, and volunteer opportunities. Dissemination of materials, ideas and objectives of the project has been a major goal during the past two years.

In addition to dissemination efforts of the museum coordinator, students have had an active role in this goal, as well as in the actual teaching process. The museum and historical research group, who work on the museum's development, has given presentations and "tours" of the facility. They have created the exhibits, assisted in the writing of activities and have served as "young ambassadors" in sharing their enthusiasm for the project. Three students in the museum group painted a mural for a special statewide program, "Jamestown: Another Perspective." The 8' x 4' mural is now on exhibition at Jamestown Festival Park along with twenty-six other student contributions from around the state.

Last January, all of the sixth grade students in the Program for the Talented and Gifted (TAG) taught groups from eleven sixth grade classes in the Rolfe Museum. The lessons they learned to develop included object analysis, critical thinking skills, skills on how to use a museum as a resource, and information on local and regional museums. Their lesson ideas and activity materials are stored in the museum for future use.

The sixth grade TAG students this year are serving as museum resources for their social studies or science classes. The emphasis will be on enhancing classroom instruction through the diverse sources of knowledge available in Richmond's museums. These students will also focus on the variety of resources available in the John Rolfe Museum.

An exciting addition to student involvement in the museum is a group of students who have not been active participants in the museum prior to September, 1988. They initiated a request to do volunteer work which is much needed. They work in the museum two afternoons a week during the school's Study/Activity period.

As stated in the original grant application and the Year One Report, the magnitude of the John Rolfe Museum and Historical Research Center project determined the need for a large number of objectives. For each objective, many activities have been accomplished or are being implemented on an on-going basis. Each objective is stated with a list of supporting activities. This segment of this final report will address the full two-year grant period, giving ways in which each objective has been met since the grant funding began.

1. To strengthen history and develop renewed interest in and respect for its significance in conveying our historical, social, and democratic legacies.
   a. The project is established within a school setting.
   b. All of the objectives and activities are aimed at this broad goal.

c. The museum itself, the activities, and the research methods appear to stimulate excitement for history.

2. To encourage interest in and knowledge of Varina's heritage as significant in local, state, and national history and to further develop pride in the area.

   a. Maps in exhibits focus on Henrico County with special attention given to Varina.
   b. A proposal has been discussed with a staff member at the Division of Historic Landmarks for museum students to work on research for an historical marker on Rolfe and Pocahontas in Varina
   c. Architectural and archaeological survey files researched by students will be copied for our collection.
   d. Major focus of museum is on the Varina area and Rolfe and Pocahontas who lived in the area.
   e. Relationship of Rolfe's tobacco crop to economic growth in the Virginia colony, and thus, the nation is emphasized.
   f. History, architectural information, and photographs of Varina Farm (where Rolfe and Pocahontas are said to have lived) has been added to the collection by students and community members.
   g. Cured tobacco, a model of an early Virginia warehouse, and information on tobacco are in the museum.
   h. Division of Historic Landmarks records on Varina area have been researched.
   i. Several histories of Virginia families have been donated.
   j. Presentations on the museum and the historical importance of the Varina area have been given to Varina Woman's Club, John Rolfe Community Council, Varina Annex Community Council, Varina and Highland Springs Elementary, Middle and High School principals and community council Chairmen, and Friends of Varina.
   k. I have met with individual community members.
   l. The museum was awarded $500 by the Varina Woman's and $500 by the Varina Junior Woman's Club.
   m. Several papers on Varina history have been donated. Students have researched Varina history and developed a file of materials.
   n. An update presentation was given to the Varina Woman's Club in April, 1988. The club donated $250.00 to the museum at that time.

o. An update presentation was given to the John Rolfe Community Council. The Council donated $500.00 to the museum for the development of one of the exhibits, the seventeenth century herb garden.
p. Students visited Varina On the James and interviewed its owner, Mrs. W. N. Stoneman, Sr. on the history of the farm and the Varina area.
q. A small graphics display on Varina Farm and a map of the Varina area will be placed in the research center.
r. Mrs. Janet Stoneman visited the museum class to serve as a follow-up resource on the students' visit to Varina Farm. The land on which the farm is located is part of the tract owned by John Rolfe in the early 1600's.

3. To instill pride in the students and community as preservers of history and strengthen school ties to the community

a. All of the above activities also relate to the objective.
b. Emphasis has been placed on the museum and research center as a clearing house for Varina history and area family histories.
c. The museum is being developed by students.
d. Community members have been invited to work as volunteers.
e. Booklets on the museum list types of volunteer work needed.
f. Varina Woman's Club invited me to their year-end banquet and program to emphasize what the museum was doing for the Varina area. A county newspaper reporter was there to highlight the museum and the Club's donation.
g. During a research visit to the Virginia Historical Society, the archivist emphasized the importance of the work that the students were doing.
h. The Varina Woman's Club continues to take an active interest in the museum's development. The club wrote a letter to the Superintendent of Schools supporting the museum and its continuation.

4. To develop interprofessionan cooperation and effective communication between schools and museums, as well as the business and governmental communities.

a. Staffs at area museums and institutions have worked with students and given of their time and resources.
b. This museum has had a three-year association with

Jamestown where much guidance has been given.

c. Work with the Valentine Museum staff has resulted in their request to visit this museum and share ideas.

d. Agecroft Hall (sixteenth century English country home brought to Richmond) staff initiated contact with this museum to offer assistance due to emphass on same time period of history.

e. V.C.U. professor brought a graduate class to the museum for a workshop.

f. The above workshop led to an invitation for a joint presentation on museums at the International Reading Conference.

g. I am a member of the History and Geography Alliance in Richmond whose purpose is to bring cooperative efforts between educational institutions and museums.

h. Emphasis has been placed on educational use of community resources.

i. Field trip goals, guidelines, follow-up, and suggestions have been developed to encourage classroom use of community resources.

j. I wrote a booklet for museum educators on guidance for more effective communication and cooperative work with schools.

k. Several meetings have been held with the Curator of Education at The Museum of the Confederacy to discuss the Rolfe Museum and ways in which he can assist in the development.

l. The Museum of the Confederacy donated a reproduction trunk, newspapers, artifacts, and a number of mounted photographs for use in the Rolfe Museum. These indefinite loans are for use in classrooms as traveling kits.

m. A staff member at Stratford Hall visited the Rolfe Museum to gain ideas for a summer seminar there.

n. The Director of the Virginia Historical Society will visit the museum in January to learn more about the project and offer his assistance.

o. The Division of Historic Landmarks is willing to work with the students on a local history project involving an historical marker.

p. Students are serving as museum resources by contacting local museums and obtaining information and activities for classroom teachers.

5. To collect information about the man, John Rolfe, and his contributions to Virginia's and the nations' economic development, and to develop knowledge of early seventeenth century Virginia Indians with particular emphasis on Pocahontas and her marriage to John Rolfe.

The list of materials developed and acquired have all been listed in a previous part of this paper. A few examples, however, will be related below:

a. John Rolfe:

Rolfe Family Records (2) The Rolfe Papers (4)
Copies of a Rolfe letter to Sir Thomas Dale.
A collection of student research from the State Library; An interpretive paper form Jamestown Education Department.

b. Pocahontas:

A collection of prints photographed by the State Library; an interpretive paper from Jamestown Education Department; Several papers donated by community members; A book and its manuscript, The Romance of Pocahontas; A collection of student research from the State Library.

c. Rolfe and Pocahontas:

History of Varina Farm, The History of Henrico County; 20" x 24" photographs of State Library prints of the marriage of Rolfe and Pocahontas and of her baptism.

d. Economy/tobacco

Model of an early Virginia tobacco warehouse;
Rack of cured tobacco;
Book on tobacco objects;
Above sources on Rolfe;
Article in TAG newspaper;

e. The Virginia Indians:

Three major exhibits in the museum;
A collection of Woodland Indian (seventeenth century) tools and objects;
Pocahontas collection;
Mounted copies of deBry engravings made from 1590's drawings (10-8" x 12's");
Mounted Photographs of Jamestown Indian village (20- 8" x 12's").

f. Students conducted research for a day at the Virginia Historical Society. The major portion of documents researched and copied related to John Rolfe. One significant source is a lengthy letter in Rolfe's hand written to Sir Thomas Dale requesting permission to marry Pocahontas. Other documents on Rolfe and Pocahontas were also added to the collection.

g. The museum group is currently conducting extensive research on Rolfe and Pocahontas for a large 8' x 7' exhibit. The students are also assisting with the exhibit design.

6. To provide information on Varina Farm, its classification as a Virginia Historic Landmark, and its significance in local, state, and national history.

   A number of materials have been collected on Varina farm which include:

   a. Two papers on the history of Varina Farm
   b. Student interview notes and photographs of conversation with present owner.
   c. Copies of Division of Historic Landmark survey files in support of its designation as a Virginia Historic Landmark.
   d. Infomation on the history and architecture as set forth in The Development of Colonial Architecture in the County of Henrico.
   e. Classroom sets of copies of photographs of architectural features.
      See also supportive data for objective #2.
   f. See Objective #2, items p, q, and r.

7. To collect and incorporate local beritage resources into the existing curriculum.

   Resources on local heritage and books on how to research and record it include:

   a. The History of Henrico County
      Sources listed in Objective 5 and 6.
   b. Historic Houses Along the James: Tours for Student Groups.
   c. A Guidebook to Virginia's Historical Markers.
   d. Nearby History, Exploring the Past Around You.
   e. The Virginia Landmarks Register.
   f. Local History Collections
   g. Researching, Writing, and Publishing Local History
   h. Local Government Records, An Introduction to their Management, Preservation, and Use
   i. Guide to the Manuscript Collection of the Virginia Historical Society
   j. Tracing Your Ancestry, A Guidebook
   k. Tracing Your Ancestry, A Logbook
   l. Recording Your Family History

8. To provide a variety of historical resources and documents pertaining to United States history and the upcoming U.S. Constitution Bicentennial.

   Housed in the historical research center, an abundance resources on American history and the Constitution presently exist. These resources include:

   a. 770 books primarily on eighteenth, nineteenth and twentieth century history.
   b. Eight National Archives units ranging from the Constitution to the 1950's. Each unit contains a

significant number of primary source and document copies. A list is included in the materials section.

c. The Documents of Freedom posters (Declaration of Independence, Constitution and Bill of Rights).
d. Books on the Constitution range from copies of the document, to the Constitutional Convention to the The Federalist Papers.
e. An extensive file has been amassed on the U.S. Constitution and the Bicentennial.
f. Correspondence with the Virginia Bicentennial Commission has resulted in the museum's receiving newsletters on a regular basis.
g. Primary source kits, Virginia History in Documents, 1621-1788 and Description of the Country: Virginia Cartographers and Their Maps, 1607-1881 were purchased from the Virginia State Library.

9. To develop analytical and interpretive lessons on object analysis, works of art as social documents, architecture, and the use of primary sources.

   a. A slide program, "Search for the Past," has been developed and focuses on the reseracher, architectural historian, archaeologist, curator, and interpreter and the types of sources they each use to study the past.
   b. Lessons on object analysis include two artifact boxes on Colonial life, a suggested guide for developing a lesson, and a completely developed lesson with objectives, questions, student activity sheets, and ideas for extension.
   c. Students have made reproduction Indian objects using authentic materials and process.
   d. Several students developed an object analysis lesson using combinations of prints and photographs.
   e. Activities on works of art as social documents provide a new avenue for analyzing the past. Those developed thus far include a unit, "Creative and Critical Thinking In the World of Art," a series of interpretive questions which guide a student through a painting- available on paper or in bulletin form, and a diverse collection of art prints from the National Gallery of Art.
   f. Also included in the area of art are three visually stimulating books for classroom use on art interpretation and extensive notes taken during programs for students in the National Gallery.
   g. Architecture is mainly addressed through a book of lessons in Henrico County architecture. In addition, architectural survey files for the Varina area have been researched by students and identified for copying.

h. A great deal of emphasis has been placed on learning how to identify, appreciate and interpret primary sources. Some of the developed activities include primary and secondary source identification, validity of sources, and fact and opinion. (I wrote these several years ago before the grant, but they are used in the museum and available to teachers).

i. Also available on primary sources are a unit and extensive individual lessons with accompanying materials developed by Colonial Williamsburg, a lesson in interpretation using three children's letters of the Revolutionary period, copies of sources dating to the early 1600's from Jamestown Collection and eight units which each include about fifty copies of primary documents (National Archives).

j. A transparency on primary sources was designed for classroom use or teacher inservice.

k. The lesson on object analysis has been rewritten for clarity and better sequencing of activities.

l. A search and analysis activity has been written on museum functions.

m. A sources of knowledge activity using artifacts, natural specimens, architecture, primary sources, and art has been written, "In Search of Clues to Knowledge."

n. Three activity sheets have been developed to accompany analysis of history, science, and art exhibits. These activities were designed jointly by the museum coordinator and a teacher at Byrd Middle School.

10. To focus on present and future issues of Richmond and Henrico County, Virginia and the United States, and the relationship of those issues to past development and lifestyles.

    a. The Major focus at this point have been on issues related to Varina and its threatened historic life-style due to an interstate connector and a new sewage treatment plant. Population growth is also a consideration.
    b. Files are being developed on modern day issues in Henrico County and Richmond.

11. To involve students at John Rolfe, Varina High School, and other county schools, in research for the museum's development.

    a. There has been on-going museum and historical research class every year for the past six years (within the Talented and Gifted Program).
    b. Other students, recommended by history teachers, have have participated in special activities and field trips. In time, the class itself will include a greater cross-section of students.
    c. Student activities in museum development now relate to the five major museum functions as they work on collections, research, preservation, exhibits and interpretation.

d. High school students who were in the museum class have visited and been up-dated on the progress, particularly since the grant, but they have little or no time to participate actively. After school hours have been discussed.

e. One high school student is an active contributor to the museum at this time. He is painting the 4' x 10' mural for an exhibit. He has been working on it since last spring and is almost finished. He is also writing a log and diary to be used with the exhibits interpretation.

f. Books on exhibit design, levels, and developing history-related activities for young people have been purchased for student and teacher reference.

g. Technical leaflets from the American Association for State and Local History on developing and accessioning collections, designing exhibits, and developing history related activities for young people have been purchased for student and teacher use.

h. Sixth grade students in the Talented and Gifted Program designed museum-related lessons and taught them in the Rolfe Museum. Students in eleven sixth grade classes were released by their teachers to participate.

i. There is now a museum volunteer group which works in the musuem two periods a week. They initiated this request to be involved in September, 1988.

j. Students are serving as museum resources for classroom teachers.

k. A second high-school student, formerly involved with the museum's development, will continue his work on the prehistoric Indian exhibit during after-school hours.

12. To provide an on-going museum training program for students interested in historical research and other areas of the humanities.
See supportive data for Objective #4 and #11.

13. To stimulate students and teachers to conduct research activities and emulate the work of professional historians.
The activities in each of the other objectives support this important goal.

14. To utilize staff expertise and resources of local museums in the development and operation of The John Rolfe Museum and Historical Research Center and its subsequent educational programs.
See, particularly, supportive data for objectives #'s 4,5,6,8 and 11. Other objectives also address it as well.

15. To teach creative thinking skills so as to draw inferences from the past and present, project change for the future, and to initiate meaningful historians projects in the local areas.
16. To teach critical thinking skills, and
17. To teach the Scientific Inquiry Process as a problem-solving approach to history and as a valid tool for self-directed learning in any discipline.

a. These objectives are so interrelated, that all of the skills are usually incorporated into any given activity or area of research.
b. The entire project is built upon an educational philosophy of which the critical and creative thinking skills are integral parts. These skills permeate all learning situations.
c. Teaching and developing thinking and problem-solving skills are crucial objectives in Henrico County Schools and learning opportunities in the Rolfe Museum are synonymous with the development of thinking.
d. Since all activities encompass these objectives, only a few examples will be given. Copies of several activities are included in the Appendix.
e. The use of the inquiry method underlies most activities. Refer to the transparency series in the Appendix of the Year One Report. These transparencies on primary sources, the inquiry process and related skills and attitudes, and broad attitudinal goals are used for instruction and presentations and workshops.
f. Since January, 1988, special emphasis has been placed on research skills including identifying places, types of sources, assembling and organizing data, distinguishing fact from opinion, evaluating sources, and identifying appropriate criteria for determining the validity of conflicting data.
g. Teacher workshops and conference presentations focus on thinking skills and research methodology as important goals in the museum's operation.
h. Student activities and materials prepared for educators emphasize analysis, synthesis, and evaluation.
i. Object analysis, primary source interpretation, lessons on types of sources, content research, inquiry into historical problems, interviewing and on site work, and exhibit development are types of learning experiences which require all levels of thinking.

18. To develop classroom activities and resources which can be replicated and disseminated.
See sections of report on materials developed and acquired, and types of activities. Evidence is also available through other objectives and in the appendix.

19. To incorporate an interdisciplinary approach to the museum and historical research center with special emphasis on the humanities.
Interdisciplinary instruction is another crucial consideration in educational experiences. Students need to see the interrelationship of ideas, events, and disciplines. The museum attempts to provide this perspective and encourage thought patterns which lead to a clearer understanding of relationships and the humanities.

    a. Major themes of exhibits are both historical and environmental.
    b. Focus on poeple and land is a common thread in most exhibits.
    c. The exhibit on life in England in the late sixteenth and early seventeenth centuries will highlight art, architecture, historical events, literature, music, government, and the sciences.
    d. Primary sources are historical, literary, artistic, scientific and political in nature.
    e. An outdoor extension of the museum will be a seventeenth century herb garden. The garden will be designed, planted and maintained by students, staff, and community members. This exhibit will add horticulture, cuisine, and medicine to the research disciplines . A student is presently working on this area and our Community Council has expressed an interest in providing some of the funds.
    f. Presentations to Rolfe teachers are being conducted by departments so as to relate the museum resources, activities , and objectives to each area of content. Teachers are also asked to share their suggestions as to how to better relate the museum to the instructional needs of students in that discipline. This exchange of ideas has been quite productive thus far, and the following are examples of what the discussion revealed:
        - -Home Economics and Teen Living-the seventeenth century herb garden, foods and fashions of the period
        - -Vocational Arts- technology of the period
        - -English- use of letters, journals, prints, etc. for creative writing assignments and research skills
        - -Physical Education- games of different historical periods.

As ideas for all departments are gathered and and implemented, the project will assume an even greater interdisciplinary structure.

g. See paper in Appendix, submitted for a graduate class, The Arts and Sciences Revisited. Emphasis is on the integration of the arts, sciences, and the humanities in the Rolfe Museum and the curriculum as a whole.

20. To teach skills on how to use a museum as a source of learning and enjoyment, and to provide information on local museum programs, exhibits, and services.

a. Students gather information on museums when using as resources.
b. Files are being established on each musuem in Richmond and the surrounding area.
c. Lessons have been developed on observation and interpretation of exhibits.
d. An intensive unit has been written on how to use a museum as a resource. All sixth grade Talented and Gifted students at Rolfe and Byrd Middle Schools have been taught this unit. As an outlet for their knowledge, they will be teaching lessons to other sixth grade students in both schools. The unit and the students' lessons will be available to teachers through the Museum.
e. Five slide programs have been developed on museums, types of exhibits, and how to interpret and learn from them.
f. I have developed another slide program on Richmond's cultural, historical, and educational resources ("The Riches of Richmond").
g. See Objective #11.

21. To provide information and on-site study in museum related careers.

a. The slide program, "Search for the Past," provides information on museum and history careers.
b. Students have interviewed staff members at several museums.
c. The AASLH leaflets cover many areas of museum work.
d. Students have analyzed a film on museums relating the specific tasks to the major museum functions.
e. Professional vocabulary has been emphasized and students are encouraged to use terms relevant to careers and specialized responsibilities.

f. Students' activities on the museum are tied in with the museum functions.
g. Archaeology sites and laboratories have been investigated.
h. A number of other objectives relate to this one.
i. A number of American Association for State and Local History publications and posters now in the museum provide professional guidelines on how a museum functions and specific responsibilities of staff positions.

These supporting activities for each objective are very specific but because of the two year period covered, there are some examples which have probably been omitted unknowingly.

Anticipated outcomes of the project have exceeded the original plan in many areas but in others have fallen short of the overall goal. The most obvious disappointment was the lack of a full-time position in year two of the grant period. That position was stated as part of the year-two plan and goals and activities were developed accordingly. Without that position, a number of classroom activities contingent upon that position, were not written. Also, the regular teaching responsibilities of the museum coordinator made it impossible to extend the museum into as many classrooms at Rolfe as was hoped or to take museum resources and activities into other schools throughout the county. With the museum becoming more known among teachers at Rolfe and at other schools, teachers are making requests for resources and greater use of the facility. Activities were recently completed in two Rolfe social studies classes, and students will be visiting the museum at scheduled times in January. The museum coordinator is using her planning time for these visits. In addition, two other middle schools have borrowed objects and documents and developed activities. The potential for this type of use of the museum is virtually untapped, however, since no museum personnel exists at this time.

The major accomplishment which has exceeded the original plan is the development of exhibits and a separate space in the school which has been transformed structurally into a museum setting. Explanations for exhibits completed or in progress are given earlier in this report. Those still needing a beginning are seventeenth century England, the architectural structures, and the hands-on archaeological exhibit. It is important to note that the focus on constructed exhibits has provided an exciting dimension to the research and work of the students.

The extensive collection in the research center also exceeded expectations with a book collection which includes over 800 copies and floor to ceiling bookshelves to house them. The primary source collection also far surpasses original plans for the two-year period. Student field trips and research have been largely responsible for this growing collection.

The anticipation of receiving professional support from the museum community at large has been gratifying and has made research and accessions exceed original plans. At least ten institutions have been involved directly in the development of the Rolfe Museum. Plans continue for their added and much needed involvement.

Evidence of success of the project is found throughout the report, but the strongest and most significant voices are the children themselves. Those working in the museum share an enthusiasm for and pride in their accomplishments. Those who visit often express wonder and enthusiasm for a project of this nature within a school and respond favorably to the types of activities. The progress over the last two years visually speaks for itself in addition to its intangible values.

Since its inception one of the major goals has been to provide ideas for its replication by others. There are two broad routes which are followed. One is the use of existing materials, activities, and resources in the collection. The other is the development of activities by other teachers using suggested guides for replication.

First, addressing replication assistance by the museum, there is a wealth of information that has been developed thus far with this goal in mind. The booklet entitled, "Exhibits Alive in the Classroom: The John Rolfe Museum and Historical Research Center," was written and has been updated periodically as an informational guide for educators. The project descriptions, goals, specific strategies, and suggested activity and question guides are included. Classroom activity guides and lessons produced in the museum will be available for teachers to use and copy. A complete object analysis lesson plan with student activity sheets has already been shared with a group of teachers in Hanover County. An investigative guide for exhibit analysis in two local museums has also been distributed to several teachers for use in their classes.

The inventory of all developed activities, primary sources artifacts, and reproduction objects, books, and other types of resources will be classified by historical periods and types of sources and organized so that new materials can be readily added. This inventory will be distributed to the history departments at each secondary school in Henrico and to individual teachers upon request. Within the county, materials can be immediately sent by the internal mail system. It is also hoped that, when needed, I will visit classrooms and work with students and teachers. Inventories will also be distributed at teacher workshops on the museum.

Materials acquired and developed offer a detailed overview of the nature of the collection and the historical personality of the project. Those accessioned through December 1987, are listed in the appendix section of this Final Report. Those acquired since that time mainly fall in the categories of books on Virginia history, copies of primary documents on John Rolfe, Pocahontas, and local history acquired during a student research trip to the Virginia Historical Society, and additional issues of Cobblestone, a history magazine for young people. Archaeological and architectural survey documents produced on the Varina area by the Division of Historic Landmarks have been identified by the students during one of their research trips. Copies of those documents will be made for the collection now that the county has provided funds for materials.

During the past year, several exhibits requiring money for materials and construction were researched but not built due to lack of funds. With county funds this year, some work will be resumed during the museum class period which is only two hours a week. Work requiring more extensive time will not be possible since there is no staff position in the museum.

The first exhibit, "The Untouched Land," which is a 10' x 6½' painting, was completed a month ago. Sean Wood, the artist, now a sophomore at Varina High School, worked on this very detailed and scientifically accurate painting for a year. He has also submitted his journal which contains some of his research, his thoughts, and his interpretations for the painting.

Work was begun on the prehistoric Indian exhibit last year. After conducting research and consulting an artist, a 7' migration route map was drawn and painting began. The exhibit interior has been researched and a design developed by a student. He has conducted methodical and high-level research since January, 1987. His family has donated excavated artifacts, photographs, and research material for this exhibit. The student, Jimmy McAvoy, is now a freshman at Varina High School but has met twice after school to discuss plans for its completion. He will work after school on this completion goal.

The Indian longhouse received a great deal of work during the past year. Following instructions by historians at Jamestown and a nationally recognized consultant on Eastern Woodland Indian house construction and tools, the students reworked their previous efforts for a more authentic exhibit. At this point, the bark or reed covering needs to be applied and the palisade erected. That aspect of the exhibit is on hold due to the fact that there is no museum staff time.

Another major goal of this project is to encourage teachers to use museums more frequently and/or to teach observation and interpretations skills using diverse types of sources. Two extensive units have been developed with these purposes in mind and can be replicated in others' classrooms. Both involve the use of sources in the classroom and related museum visits. In addition, I have written goals of a museum visit and a guide for planning a museum visit. Available to any teacher, these goals and guide have already been distributed to groups of teachers and included in this report. Also available are slide programs which bring exhibits to students who are unable to go on a field trip. These slides bring photographs of art, natural sciences, and history exhibits to the classrooms so teachers can simulate an exhibit analysis. A lesson guide with suggested questions, activities, and discussion ideas is included with one of the programs. Several artifact boxes are also available for classroom use, as are a number of art prints. These sources make replication of a museum experience possible in the classroom, but they do not take the place of an actual visit.

The second alternative for replication focuses on teacher and student creativity and resources in the classroom based on their own ideas as well as a suggested guide from this museum. This list includes ideas such as making classroom exhibits on individual students, students bringing objects on an historical period from home and making reproduction artifacts. Suggestions also include asking for community and family contributions and loans, and assigning students to locate old family records, documents, photographs and letters for copying and building a classroom collection. A suggestion which carries a small amount of money is to budget some departmental funds for purchasing documents from archives and reproduction objects from museums.

Specific ideas for replication include:

- -Borrow resources from the John Rolfe Museum and Historical Research Center. Some of these resources could include copies of primary sources, artifact boxes, interpretive activities, books on how to set up exhibits, slide programs on museums and historical research techniques, and resource books. Many other sources are available. Obtain an inventory.
- -Design studies which incorporate opportunities for students to create classroom exhibits and activities related to those exhibits. Examples could include ideas such as an art gallery, a collection of objects, a natural habitat such as a beach, or a photography display.
- -Have students bring historical objects and family documents from collections at home. Set up a "classroom archives" and ask students to investigate what an archivist does.

- -Make artifact boxes of a particular period in history. Reproduction objects can be obtained from museum shops and other sources given to you by museum educators.
- -Collect primary documents such as letters, photographs, maps, journals, prints, etc. from archival rooms and manuscript libraries.
- -Purchase prints of works of art from art museums. The National Gallery of Art in Washington sells 11" x 14" prints for $1.00 a piece. Use these prints for classroom exhibits and activities such as the use of art in a social history context to interpret lifestyles or to convey mood, personality, emotions, and events.
- -Take slides of museum exhibits and conduct interpretive sessions in the classroom. See examples provided on activity sheets, "How to Use a Museum as a Resource."
- -Borrow museum handling collections that are designed for loan purposes. Create your own handling collection with purchased reproductions or objects brought in by students. See suggestions for object analysis activities.
- -Conduct local history or family genealogical research with students. See earlier field trip descriptions for ideas of area resources.
- -Invite museum staff members to your classroom.
- -Borrow educational resources from museums.
- -Use historical problems/questions already written by the museum coordinator or use those historical research questions as models for others. Obtain copies of a sequence of research guide activity sheets which have been developed. Check out appropriate primary sources and objects in the museum for given research/investigative topics.
- -Check out various slide programs on types of historical research on how to use museums as resources and Richmond's cultural, historical, and educational resources. Activity guides accompany four of them.

Several examples of replication have been shared in earlier sections of this report. Another example which merits recognition was implemented in two social studies classes at Rolfe. Following several after-school meetings to discuss the social studies curriculum and related museum resources, the teacher selected a number of artifacts of different periods and cultures. Using these and an object analysis lesson developed in the museum, she spent several class sessions with hands-on group activities and a creative follow-up writing assignment for each student. As an additional follow-up, both classes will visit the museum on January 6th for lessons on how to use a museum as a resource and the nature of the John Rolfe Museum. The museum coordinator for the past two years will conduct these lessons. In the appendix are several of the sixty writing activities completed by the students. This same teacher will also begin using art prints from the museum collection on a regular basis second semester.

Other social studies teachers are planning to use the museum and materials this year. One teacher has already made arrangements with a museum student for her to teach an object analysis lesson.

Although success and potential are evident for the museum as a whole, its future is in question because of the Henrico County School Board's decision not to provide a staff position for the museum. A project of this nature and magnitude cannot exist indefinitely without personnel. There is too much to accomplish and too many possibilities for development and dissemination for it to sit unattended. The museum coordinator for the past two years is attempting to partially maintain the museum with a full-time teaching schedule. Under this schedule, however, the project in no way meets projected needs and demands. Following a number of meetings with county personnel, an extensive budget, a formal request for a full-time position, and a presentation to the School Board and Superintendent, to ensure the future of the project, a part time position was submitted in the Superintendent's budget, and subsequently taken out. The attempt to obtain support for the future of the museum is recounted on pages 28 and 29 of the Year-one Report.

Following the School Board's decision, several hopeful signs relating to the project's continuation have occurred. A meeting with the Superintendent reassured a belief in the value of the project and he suggested meetings with the Assistant Superintendent for Instruction and the Director of Program Services to develop possible alternatives for continuation of the project. The county also allocated $2950 for materials and further development. These funds were approved in the fall of 1988.

The other gratifying area of support came from the Assistant Dean of the School of Education, Virginia Commonwealth University. She has been extremely supportive and enthusiastic about the museum's potential as a unique instructional tool within a school system. In addition to inviting me to present the museum project at the International Reading Conference in Toronto, Ontario, Canada, she proposed a plan for funding the museum. She met with the Superintendent of Schools in June, 1988, on behalf of the museum and presented a plan to obtain private funding which she offered to direct. The plan includes establishing a "Friends of the John Rolfe Museum". As a follow-up to their meeting the Superintendent asked the County Community Relations Specialist to meet with her and the museum coordinator. This meeting took place on July 7, 1988 and a further plan developed accompanied by possible contact persons in the Richmond area. A follow-up letter and list of potential contacts is in the Appendix. Due to an unexpected development, the plan is now on hold. It is hoped that it will be renewed in the future. The grant was viewed as seed money and that was the spirit with which the invaluable funds were pursued and the project developed. Aspirations for the John Rolfe Museum continue to include its use by teachers, students, and the community as a center of learning, academic adventure, and pride. The arts, the sciences, the humanities--all come together to provide particularly for the students an enlivened sense of their past and themselves.

The Excellence in Education Grant awarded by the United States Department of Education has, without a doubt, provided an intellectual and creative opportunity for students and the museum coordinator. The academic challenge and potential it has afforded would have been impossible without the grant. The credibility it has brought to this long-term vision is deeply appreciated as are the unparalleled experiences provided for the students.

It is rare in a middle school that students have the challenge of creating an in-school museum and emulating historians and museum professionals. In their own assessment one of the aspects of the Rolfe Museum that has meant the most to them is the application of their knowledge in contributing to the learning of other students. Their excitement and pride are quite evident when they see others' interest in and use of the museum. The wonder in the eyes and verbal expressions of other students as they walk in the museum creates a special feeling among the students who have developed this museum and historical research center. This feeling is best described by the following thoughts written by Paul Harkey as an eighth grade student. He worked on developing the museum two and a half years. His answer to an application question, "Select a personal accomplishment other than grades you have earned in school. Describe that accomplishment, the actions you took to achieve your goal, and why you consider this achievement to be important", captures the essence of what this experience means to all of the students who have given immeasurably to the John Rolfe Museum and Historical Research Center.

> "My personal accomplishment has been working in the Talented and Gifted Program. In this program, we have been striving to plan a museum about John Rolfe, Pocahontas, and English life in the 17th century. To achieve this goal, our group has been to Jamestown where we learned how the Indians made their tools and how they survived. We also visited many other places such as the Virginia State Library, Virginia Historical Society, and the Virginia Historical Landmarks Commission. I consider this achievement to be important because we are learning a great deal, and after the museum is finished, other students at our school will learn by observing the exhibits we set up."

APPENDIX

The following supportive materials are related to year two of the grant period. Supportive data for the previous year is in the Year-One Report.

CORRESPONDENCE

COMMONWEALTH of VIRGINIA

Jamestown-Yorktown Foundation

DRAWER JF
WILLIAMSBURG, VIRGINIA 23187
Telephone (804) 253-4838

SEN. HUNTER B. ANDREWS
Chairman
HON. L. RAY ASHWORTH
Vice Chairman

HON. LEWIS A. McMURRAN, JR.
Chairman Emeritus

ROSS WEEKS, JR.
Executive Director

January 27, 1988

Ms. Pat Corlett, Assistant Director
Doris- Eaton School
1847 Newell Avenue
Walnut Creek, California 94595

Dear Ms. Corlett:

Enclosed are the materials I promised when I spoke with you earlier today. I hope that you find them useful in planning your visit to Jamestown Festival Park. Please feel free to copy any of them that you wish and if further information is needed just let me know.

★ The school I mentioned at which the students are building a museum is:

John Rolfe Middle School
6901 Messer Road
Richmond, Virginia 23231

The teacher at John Rolfe who is directing the program is Mrs. Ann Vaden. She asked me to give you her work phone number (804) 222-5975 and her home number (804) 359-2681. She is very enthusiastic about the possibility of establishing correspondence between students in the two schools. I expect that she will contact you either by phone or mail before your visit next month.

If I can help in any way please do not hesitate to give me a call. If I am out I will be sure to return your call.

Yours truly,

Richard L Cottingham

Richard L. Cottingham
Assistant Education Officer

cc: Mrs. Ann Vaden

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Henrico County Public Schools

John Rolfe Middle School • 6901 Messer Road • Richmond, VA 23231

Feb. 1, 1988

Ms. Pat Corlett
Assistant Director
Doris-Eaton School
1847 Newell Avenue
Walnut Creek, California 94595

Dear Pat,

Richard Cottingham at Jamestown Festival Park called me this past week and told me of your upcoming visit to Virginia. What an exciting experience for you and your students! I was particularly pleased when he indicated your interest in our museum. The students who are working on the John Rolfe Museum and Historical Research Center are those of my students in the gifted program who have interests in historical research and museums. We have been working on the concept and the research for six years, but the major impetus for growth came two years ago with the receipt of a grant from the U.S. Department of Education. John Rolfe lived during the early 1600's, the Jamestown settlement period. He married Pocahontas, Powhatan's daughter. For a time they lived in the area where our school is located. He grew a strain of tobacco that led to the economic stability of the Virginia colonies. Attached is a brief description of the project and accompanying information.

The students and I would love for all of you to stop for a visit and extend a genuine invitation to you. John Rolfe Middle School is approximately an hour from Jamestown. Richard did not know your itinerary, but I hope you will contact me. Perhaps we can make plans for you to stop here. I know my students would be quite excited at the prospect! The school phone number that Richard gave you is in my room, and the office number is on this stationery. You also have my home phone.

It would be quite special for both of our groups to meet each other and share experiences. In addition, we could certainly establish a correspondence between the two schools. As I understand it from Richard, Doris-Eaton is a school for the gifted. I would be quite interested in learning about your curricula and programs.

I look forward to hearing from you before you embark upon your exciting journey.

Sincerely,

Anne S. Vaden
Teacher, Program for the
Talented and Gifted

Telephone (804) 222-7030

415-933 5225

COMMONWEALTH of VIRGINIA

Jamestown-Yorktown Foundation

DRAWER JF
WILLIAMSBURG, VIRGINIA 23187
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Chairman Emeritus

ROSS WEEKS, JR.
Executive Director

February 3, 1988

Anne Vaiden
John Rolfe Middle School
6901 Messer Road
Richmond, VA 23231

Dear Anne:

My sincere apologies for my delay in answering your letter. Between Christmas and Nancy's appointment as Director of the Yorktown Victory Center, I have been very busy.

Enclosed please find copies of accessioning records from the Victory Center. Although we only have two types of cards, items are customarily filed under five assignments: accession number, classification (type of item), donor, location (in museum), and public (for public access, value of object is omitted). Also, I have sent you the copy of a page from the accessioning record. The final enclosure is a copy of a page from what is called a "running record." This is used when an item is first received. It is placed in the "running record" and assigned an accessioning number there.

In addition, I have enclosed some copies of William Strachey's work relating to Powhatan Indians. I hope this is of help to you.

I am working on getting you the map of which you spoke (although Nancy mentioned you had spoken to Mike). I hope you have had better luck than I). I have also requested some rawhide.

As for pine needles, the students would probably enjoy hunting those down themselves (simply the bigger the better). Raffia (or dried marsh grass) is easily obtained at an Arts and Crafts Supply store.

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If you need anything else, please let me know. I know this isn't much, but it is the best I can do right now. I will forward whatever else I can.

Again, my apologies for the delay.

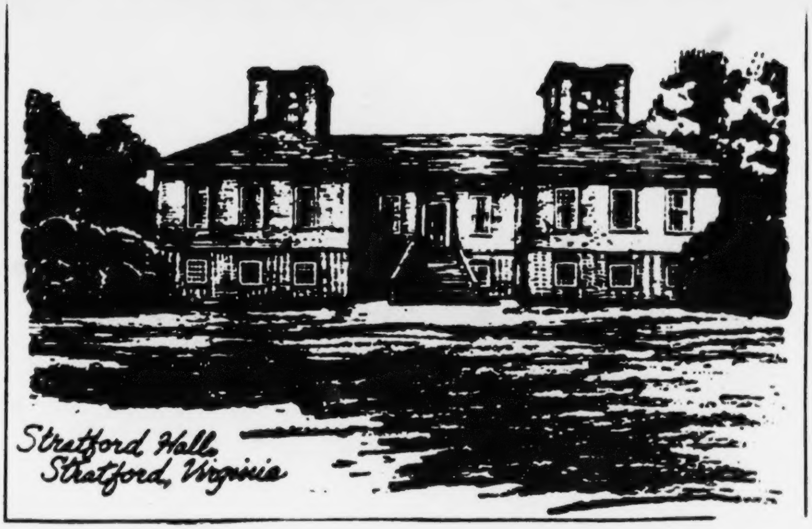
Sincerely,

Elizabeth

Elizabeth Fairweather
Museum Teacher

EF:mdr

Enclosures


Stratford Hall,
Stratford, Virginia

March 3, 1988

Dear Anne,

I'm sorry I arrived at such a poor time last Thursday and I hope plans for you and the museum look brighter now than they did then. I really enjoyed talking with you and seeing all the materials you have collected and your strategies

---

for leaving students with them. What you have done gives me ideas I can use here, as I plan for information and materials which can be sent to seminar alumni to use with their students.

I was impressed with the staff and facilities at your site. It must be a pleasant place in which to work.

Sincerely yours,
Grace Shedd Smith

HENRICO ASSOCIATION OF EDUCATIONAL OFFICE PERSONNEL

TO: All HAEOP Members

FROM: Susie Bremer, Corresponding Secretary

SUBJECT: Meeting - Tuesday, March 15, 1988

DATE: February 26, 1988

The next meeting of the Henrico Association of Educational Office Personnel will be held on Tuesday, March 15, 1988, in the library of Rolfe Middle School. A program on the Rolfe Museum will be presented by Anne Vaden.

Again this year the HAEOP will be selling baked goods at the OM Competition to be held at Hermitage High School on March 19. As of this date only 32 members out of 178 are participating. We need more donations of baked goods in order to make this a successful venture.

VARINA WOMAN'S CLUB
April 15, 1988

Enclosed is a check for your organization's charitable purposes.

Please send acknowledgements to: Mrs. Waverly Payne, Corresponding Secretary
7707 Lampworth Terrace
Richmond, VA 23231

The Varina Woman's Club is pleased to be able to support the work of your fine organization.

Sincerely,

Arie M. Brandon

Arie M. Brandon, Treasurer
Varina Woman's Club

Counter culture

A genuine, old fashioned, rural general store is hard to find these days, but for the past 34 years Polly and Hudgins Eberly have been running one, Eberly's Place on Route 5 just barely this side of Charles City County. Now they are retiring from long days in the Varina landmark -- helping lost tourists, cross-country bicyclists and a loyal group of regulars who gather at the store evenings and weekends to exchange tall tales and local gossip. See page 7 for the regulars' story and more pictures of Eberly's Place.

Court bench. He replaces Judge Robert Wallace who is retiring. Former Assistant Attorney General Burnett Miller III was named to replace Tidey on the District Court bench.

Miller had offered himself as a candidate for the judgeship created by the depar-

(See JUDGES, page 3.)

★ HENRICO COUNTY LINE, MARCH 1988

Schools: $145.4 million budget, new principals, expulsions

by Kent Miller
News editor

The Henrico School Board continued to hear from residents about the proposed school redistricting plan, but took no action at its meeting Feb. 25.

In other action, the board unanimously approved a $145.4 million budget for the 1988-'89 school year to be sent to the Henrico Board of Supervisors.

The board also set a date for a public hearing on a resolution requesting the supervisors approve a $36.6 million bond issue for school capital improvement projects.

It approved two new elementary school principals.

It expelled five students.

Details follow:

Redistricting plan

In a work session prior to the board meeting, residents were given a chance to respond to minor changes in the redistricting plan which were proposed by the school administration following a Feb. 11 public hearing.

Under the alternative plan, a triangular-shaped area northeast of West Broad Street, between I-64 and Staples Mill Road, would not be moved from J.R. Tucker to Hermitage High School, as had been proposed. Students in that area, which includes the Suburban and Hampstead apartments and single-family homes, would continue to go to Tucker High.

Also, the area east of Glenside Drive, south of I-64 and West Broad Street, would be moved from Tucker to Freeman High beginning next year. The area includes the Crestview subdivision and apartments. Under the original proposal, this change would have been made after the completion of a new middle school in northwest Henrico.

As before, the changes would be phased in over a four-year period and would affect only rising ninth-grade students plus students moving into the area.

Douglas Freeman teacher Ken Moore, who said he represented the Freeman PTA, the school's athletic and band boosters, and the PTAs of four feeder schools, thanked the board and administration for "reading our letters and listening to our voices." He called the new proposal "a good compromise of a delicate situation."

Several speakers from the Broad Meadows subdivision pleaded with the board that they not be moved from Hermitage to Tucker. Max Vest, a representative of the area, said many people — including a number of Hermitage alumni — specifically moved to Broad Meadows so their children could attend Hermitage. He said the number of students affected by the proposal would not have a significant impact on either school.

Vest asked that, in the future, the school administration give residents at least four years notice of any planned district changes. Some residents -- particularly those whose children are in the Hermitage band -- feel so strongly about the change that they are considering moving to another neighborhood within the Hermitage zone, he said.

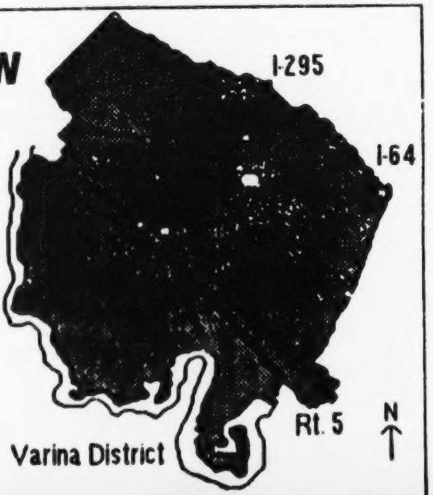
(See SCHOOL BOARD, page 18.)

Rising East every week, starting now

This week we're taking a step in the *right* direction, in two senses of the word, as the Henrico County Line moves from twice-monthly to weekly publication of its East End edition.

The morning side of the county always has held special charms for the County Line staff. Easily half of Henrico in acreage, Varina District is home to only about 20 percent of the county's population. It is a place of wide-open spaces, little towns, huge installations including Richmond International Airport, multitudinous historical markers, and friendly, interesting people who are facing change.

This week we salute eastern Henrico on our feature pages by focusing on a few of those special folks: Polly and Hudgins Eberly and their Varina general store customers, page 7; Audrey Palmateer of Highland Springs and her recipes for one-dish meals, page 9; the Rev. Tom Holliday of Sandston and his bride, who also is an Episcopal priest, page 14; some amazing Springer athletes, pages 16 and 17.



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School board

From page 1

Budget

The budget plan proposed by Superintendent Dr. William C. Bosher Jr. was approved without dissent. It includes teacher pay raises ranging from 6.8 to 11.6 percent, duty-free lunch periods for elementary school teachers and fringe benefits for bus drivers.

The budget plan also includes funds for the establishment of a Magnet School for the Arts offering intensive instruction in dance, drama and other creative arts. This is the third time Bosher has tried to get the arts school approved.

★ Two amendments were added to the superintendent's recommended plan: the addition of a special education specialist, at a cost of $42,900, and deletion of general fund support totaling $40,800 for the John Rolfe Museum, due to the withdrawal of federal support of the program.

Henrico is to finance half of the $225,000 program, with the other half to be financed by the school systems in Chesterfield, Hanover and Goochland counties and the City of Richmond, which have expressed in interest in participating.

The budget reduces non-personnel spending by $1 million and represents a 5 percent increase over the current year's spending plan. It includes a general fund of $130 million, a debt service fund of $4.5 million and a special revenue fund of $10.8 million. The board is requesting $77.8 million from the county, or 57.8 percent of the school system's total budget.

Bond issue hearing

The board agreed to hold a public hearing on a resolution requesting the Henrico Board of Supervisors to approve a $36.6 million bond issue to fund the first three years of the school system's five-year capital improvement plan. The hearing is is set for 7 p.m. March 10 at Varina High School, 7900 Messer Road.

Included in the proposed capital improvement projects are a new $17-million middle school to be built in the northwest portion of the county, additions at Glen Allen Elementary and John Rolfe Middle schools, additions and renovations at Montrose and Short Pump elementary schools, $5 million for school roof replacements and $740,000 for asbestos removal.

New principals named

Meredith G. Henry, the school system's student activities specialist since 1984, was named to head the new West End Elementary School that will open in late August.

Henry has been an art teacher in the Lynchburg and Albemarle County school systems, a teacher for six years at Moody Middle School and assistant principal of John Rolfe Middle School.

Susan Brown was named to replace Dr. T. Alfred Parker as principal of Ruby F. Carver Elementary School. Parker is retiring at the end of this school year.

Brown has taught primary school in Greene County as well as Henrico. She was a first-grade teacher at Maude Trevvett Elementary School, a resource teacher at Sandston and Cashell Donahoe elementary schools, an assistant principal at Highland Springs Elementary, and is now assistant principal at Carver.

Alluding to the majority of women on the board, Bosher joked that, "This board instructed me, 'Bill, go out and get the best women you can.'

"That's not so," he added with a laugh, "but it felt good saying it."

Students expelled

Bosher said it did not feel good to recommend the expulsion of five students. The board approved his recommendation.

The offenses of the students, and their names, were not released, but the school division expels students for carrying weapons to school, physically abusing school staff and selling drugs on school campuses.

"I hope the message will get out one of these days, because it's definitely not pleasant to terminate a student's academic career," Herman F. Blake, the board's chairman, said. "We're not going to let Henrico become a jungle like some of these inner-city schools."

Crime Stoppers

This week Crime Stoppers is asking for information about the murder of Alexander Williams, a 39-year-old security guard working in a south Richmond hotel.

Shortly after midnight on Feb. 21, a man wearing a ski mask entered the lobby of the Holiday Inn, 4303 E. Commerce Road. The man approached the clerk, displayed a handgun and demanded money. While the clerk was getting the money Williams, the security guard, apparently walked in on the robbery. He then was shot to death during a [illegible]

Police describe the suspect as a black male, 5-foot-11 to 6 feet tall, weighing about 180 pounds. He was wearing blue jeans, a light blue waist-length jacket and a ski mask. He was carrying a large chrome-plated revolver.

The police need your help.

If you have information about this crime or any other crimes in the Richmond metropolitan area, call Crime Stoppers at 780-1000. Crime Stoppers pays cash rewards up to $1,000 for information leading to arrests. [illegible] to give your name

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Henrico County Public Schools

John Rolfe Middle School • 7800 Messer Road • Richmond, VA 23231

Jan. 21, 1988

Dr. Errett Callahan
2 Fredonia Avenue
Lynchburg, Virginia 24503

Dear Errett,

It was indeed a pleasure having you here at Rolfe to work with my museum group. With your schedule and the distance involved, I particularly appreciate your willingness to assist us with the development of our museum. It is certainly important for the students to work with someone whose scholarly research has made an impact on the academic community and is being shared with the public.

We all learned a great deal. It was helpful to gain a better perspective on problems and challenges the Indians encountered in house construction and tool development and use. In addition, your demonstrations and the hands-on activities helped the students to remember the concepts and skills you emphasized. I appreciate your making the offort to bring so many of your objects, printed material, and the model. I know what it is like to "load up" for a presentation.

We were all glad that you could stay a couple of extra hours which made for an even more productive day! I hope you were not too late getting back to Lynchburg. I am so pleased to have sections of your dissertation which will be well used in our research. It is good for the students to be exposed to such high level scholarship and to know that even the most in-depth search for information does not always lead to answers. We have discussed developing a tolerance for ambiguity and the importance of hypothesizing and an on-going search.

I called about the caning for the long house and have located what I believe is the right material. I am planning to call you, however, to check on the authenticity of its use. Again, thank you for a most worthwhile experience. I hope we will all have the opportunity of working with you again.

Sincerely,

Anne

Anne S. Vaden
Teacher, Program for the
Talented and Gifted

Henrico County Public Schools

John Rolfe Middle School • 6901 Messer Road • Richmond, VA 23231

Jan 26, 1988

Mr. George V. Wise
Art Coordinator
Henrico County Public Schools
P.O. Box 40
Highland Springs, Virginia 23075

Dear Bucky,

Your visit to the Museum last Monday was most helpful to Alan and Craig as they work on their Jamestown art mural. Your suggestions gave them and me the direction we need to continue. They have begun the painting, but have quite a bit ahead of us before completion. We had to redraw some of the map to make it more accurate.

Billy also appreciated your talking with him about the use of art in research. He has referred to your suggestions several times. In addition, I appreciate your offering to assist us with some of the exhibit lettering, and I will certainly contact you concerning that endeavor. Mrs. Monroe asked me to talk with you also about framing four large photographs of State Library prints. When you come back within the next week to check on the mural, I will show them to you, and we can discuss whether you will be able to fit them into your schedule.

I do appreciate your support and interest in the museum and look forward to working with you.

Sincerely,

Anne S. Vaden
Teacher, Program for the
Talented and Gifted

Telephone (804) 222-7030

Henrico County Public Schools

John Rolfe Middle School • 6901 Messer Road • Richmond, VA 23231

Feb. 1, 1988

Mr. Harold V. Lawson
Principal
Highland Springs High School
Highland Springs, Virginia 23075

Dear Mr. Lawson,

You are on my mind frequently, and I have called several times since September to see how you are doing. This is the letter I intended to write when you departed last summer. I want you to know how very much I appreciate all of your professional support and personal friendship while you were at Rolfe. You certainly helped me in many ways, not the least of which is the museum. I do not believe that it would be where it is today without your special support. You were willing to help me take a dream and work on making it a reality. I am also grateful for your encouragement and confidence in my philosophies and abilities as an educator, and I am glad that we had an opportunity to work together.

This year has been a hard one trying to continue the momentum with the museum and accomplish what needs to be done in combination with TAG responsibilities. Budget constraints have also been a hurdle to overcome. The students and I, however, continue to hold on to our enthusiasm and commitment. I believe even more strongly in its value to Rolfe and the county. As you can see, I have enclosed a copy of the Year One Report which also includes progress through December. You know I will keep you up to date with what we're doing.

How is everything with you? I truly hope you are enjoying your new position and find it fulfilling. I will look forward to talking with you or seeing you soon. Again, thank you for all you did for Rolfe and for me.

Sincerely,

Anne

Anne S. Vaden

Telephone (804) 222-7030

Dear

Jamestown mailed invitations for for the mural unveiling on Saturday, March 12. Mrs. Benson and I will be going for the program. I hope you will also. The invitation is extended to parents as well as students. We will meet here at Rolfe in the parking lot at 10:30 a.m. Saturday morning. The students would like some time to walk around and I thought we could have lunch there before the ceremony at 1:00 p.m.

I am pleased for the students that they are being recognized for their artistic work. You will be proud of them when you see the mural!

I plan to leave Jamestown by 2:30 which will give them some additional time touring the various areas and return to Rolfe by 3:30. If you drive and take your child, you could then be on your own time as far as returning.

Please sign the attached permission slip and indicate whether you will be attending. I will give you a call to make more specific plans.

Sincerely,

Anne S. Vaden
Teacher, Program for the
Talented and Gifted

****

______________________ has my permission to go to Jamestown on March 12, to attend the mural unveiling. I understand that we will leave the Rolfe parking lot at 10:30.

______I will be attending and driving my child.

______I am unable to attend, but will bring my child to Rolfe by 10:30 and pick him/her up at 3:30 at Rolfe

____
Parent Signature

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FAX LINE DIRECT (804) 253-5299

ROSS WEEKS JR
Executive Director

OFFICE OF PUBLIC AFFAIRS
AND MARKETING
PHIL P G EMERSON
DIRECTOR

February 26, 1988

Dear Student:

You and your family are cordially invited to attend the grand unveiling of "Jamestown: Another Perspective" at Jamestown Festival Park on Saturday, March 12. The program will begin at 1:00 P.M., and last about one-half hour.

Please present this letter to receive admission to Jamestown Festival Park. We invite you to take this opportunity to tour the Park before or after the ceremony. To reach the Park from Interstate 64, take Exit 57. Follow Route 199 for five miles, and turn left on Route 31 South. Follow Route 31 for four miles. Jamestown Festival Park is on the left.

Please let your teacher know if you will be attending the unveiling. Thank your for your participation in this project. We look forward to congratulating you in person.

Sincerely,

Nancy S. Perry

Nancy S. Perry
Educational Programs Coordinator

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Henrico County Public Schools

John Rolfe Middle School • 6901 Messer Road • Richmond, VA 23231

Mar. 2, 1988

Mrs. Margaret Turnbull
Agecroft Association
4305 Sulgrave Road
Richmond, Virginia 23221

Dear Mrs. Turnbull,

My name is Paul Harkey, and I am working with the John Rolfe Museum and Historical Research Center. I am studying 17th century architecture in England. Miss Anne Vaden referred me to you thinking maybe you would have some information on 17th century English architecture. I would appreciate it if you would send me any information on this subject. If you have any additional information that I could check out please notify me. Thank you for your concern and assistance.

Sincerly yours,

Paul Harkey
Paul Harkey

Telephone (804) 222-7030

Henrico County Public Schools

John Rolfe Middle School • 6901 Messer Road • Richmond, VA 23231

March 17, 1988

Mr. Mitchell Kambis
7685 Turner Road
Richmond, Virginia 23231

Dear Mitchell,

It was a pleasure to see you during our Community Council meeting yesterday. Enclosed is a budget proposal for our 17th century herb garden as an outdoor exhibit for the John Rolfe Museum. The items listed are those advised by Mr. Richard Moxley, horticulturist at Agecroft Hall, and Mrs. Del Gabb who worked at Agecroft seven years developing and maintaining their herb garden.

I want you to know how very much I appreciate the support that the Community Council gives to the museum, both in terms of believing in in the concept and helping financially. The budget is more extensive than I thought, so whatever assistance you can give will put us closer to this goal.

I look forward to meeting with the Council in the museum next month and talking with all of you about the project as a whole.

Sincerely,

Anne S. Vaden

Telephone (804) 222-7030

Subject: Budget Proposal Estimates, 17th Century Herb Garden
From: Anne Vaden, John Rolfe Museum
To: John Rolfe Community Council
Date: March 17, 1988

	Trowels	5	$2.99	ea.	$14.95
Prices:	Shovels	2	8.99	ea.	17.98
Hechinger Company	Cultivators	3	4.79	ea.	14.37
	Sprinkler	1	15.00	ea.	15.00
	Peatmoss	4	6.99	ea. cubic bale	27.96
	Lime	2	1.19	ea. bag pulverised	2.38
	Sand	2	2.39	ea. bag all-purpose	4.78
Prices:	Bricks	100	.25	ea. 4"x8"	25.00
Luck's	Gravel	$2^{1}/2$	24.30	per ton	60.75
Stone				delivery	45.00
	Plants	4 sections	60.00	approximately each section	240.00
	Plant replacement				50.00
				Total	$518.17

The above price for plants will be less than the $240.00 estimate due to donations from Agecroft and Mrs. William Gabb, one of our resource consultants.

Henrico County Public Schools

John Rolfe Middle School • 6901 Messer Road • Richmond, VA 23231

March 21, 1988

Mrs. Frances Pollard
P.O. Box 7311
Richmond, Virginia 23221

Dear Frances,

You and other members of the staff at the Virginia Historical Society certainly went out of your way to assist me and my students in their research for the John Rolfe Museum and Historical Research Center. I am most appreciative of the time and patience given to assist them and to photocopy requested documents. Asking Lee and Linda to also meet with them and share documents pertinent to our topics was indeed helpful, both for time and for giving the students a concrete idea of the collection and its purpose.

They and I thoroughly enjoyed the day and I felt as though the students gained immeasurably by searching for sources and working with original material. It helped tnem to have a better understanding of the diversity of resources available and to develop a deeper respect for the importance of primary sources and how to use them.

You and members of the library staff devoted your full day to our needs, and I am grateful for your commitment to educational opportunities for young people.

I do want to get in touch with you concerning the photographer at the Society reproducing several documents for exhibit purposes. I will give you a call shortly.

I do want to apologize for not writing sooner. An unexpcted occurrence in the "life" of our museum came up the week after our visit. The School Board did not fund it for next year. I felt as though a part of me and my students has been taken away, and have spent the last few weeks trying to deal with that reality, professionally and personally. With no time to operate it, I am trying to develop some alternative ideas to keep it open. I have not yet talked to the students and we continue our plans as scheduled.

Telephone (804) 222-7030

Please convey to others in the Library my appreciation for their help. I hope we can return for further work. The students were most pleased at being designated as "the youngest researchers" to date at the Society. Again, thank you for your kind assistance.

Sincerely,

Anne S. Vaden
Teacher, Program for the
Talented and Gifted

Henrico County Public Schools

John Rolfe Middle School • 6901 Messer Road • Richmond, VA 23231

March 21, 1988

Mr. Lee Shepard
P.O. Box 7311
Richmond, Virginia 23221

Dear Lee,

Your assistance during our research visit to the Virginia Historical Society was both interesting and most helpful to our search for primary sources related to the John Rolfe Museum and Historical Research Center. Your presentation on primary sources--their importance to historical research and examples pertinent to our needs--was an excellent introduction to the work they were there to conduct. We have discussed those subjects in class, but it is always more meaningful to see an actual archival collection and hear about its purpose from a professional in that area.

We are particularly excited about the letter from John Rolfe to Governor Dale regarding his marriage to Pocahontas. Since we can find little written material directly associated with him, it is of special importance. I told Frances that I would like that letter photographed for exhibit and interpretive purposes and will contact you soon.

I apologize for the lateness of my letter to you, but I recently learned that the Henrico School Board has chosen not to fund the museum. That revelation has occupied nearly all my time in the last month, dealing with the reality of that decision and trying to determine where we go from here.

I do hope to bring the students to the Virginia Historical Society again for further research, and therefore hope to work with you again. Thank you for your interest in the educational growth of my students.

Sincerely,

Anne S. Vaden
Teacher, Program for the
Talented and Gifted

Telephone (804) 222-7030

Henrico County Public Schools

John Rolfe Middle School • 6901 Messer Road • Richmond, VA 23231

March 21, 1988

Miss Linda Leazer
P.O. Box 7311
Richmond, Virginia

Dear Linda,

You were most helpful in assisting me and my students in their research at the Virginia Historical Society. Going through the print and picture collection there and pulling ones that related to our research was extremely beneficial. With so much to research and a limited time in which to do it, your your efforts were most appreciated.

Our day there was quite productive. Discovering original sources pertinent to research topics is an exciting process for these students, and you helped to make that possible. We found several pieces of information which fit with materials found at the Virginia State Library. Again, thank you for your interest in assisting these young researchers.

Sincerely,

Anne Vaden

Anne S. Vaden
Teacher, Program for the
Talented and Gifted

Telephone (804) 222-7030

Henrico County Public Schools

John Rolfe Middle School • 6901 Messer Road • Richmond, VA 23231

March 22, 1988

Mrs. William B. Gabb
12016 Old Buckingham Road
Richmond, Virginia

Dear Mrs. Gabb,

Your presentation and discussion with my museum group was just what they needed to spark enthusiasm for our 17th century English herb garden. The students and I thoroughly enjoyed meeting you and being with you. As I told you, Mary was the one most interested in developing the garden, and now more of the group wants an active part in the work. That growing interest is to yours and Mr. Moxley's credit. You certainly helped to boost my confidence in pursuing this goal.

I particularly appreciate all of the resources you brought with you. You really gave us a beginning to our research. The students thoroughly enjoyed the books. I have found one on herbs here at our library for them to use, but they are curious for more. The bibliography is such a wonderful assistance. I also like the "herb cards" that you brought. I continue to keep them on display for visiting groups and students. Everyone who hears of the concept of a school herb garden is excited about it.

We look forward to our visit to your home sometime in May. I will be in touch with you to see if it continues to suit you. I have submitted a budget to our Rolfe Community Council and should have a good idea of available funds by that time.

I do want to apologize for not writing sooner. An unexpected occurrence in the "life" of our museum came up the week after your visit. The School Board did not fund it for next year. I felt as though a part of me and my students has been taken away and have spent the last few weeks trying to deal with that reality, personally and professionally. With no time to operate it, I am trying to develop some alternative ideas to keep it open. I have not yet told the children and we continue our plans as scheduled.

Again, it was such a pleasure to meet you and I do look forward to being with you in the spring. Thank you for giving your time and sharing your special knowledge with us.

Sincerely,

Anne

Anne S. Vaden
Teacher, Program for the
Talented and Gifted

Telephone (804) 222-7030

no time to operate it, I am trying to develop some alternative ideas to keep it open. I have not yet told the children and we continue our plans as scheduled.

Again, it was such a pleasure to meet you and I do look forward to being with you in the spring. Thank you for giving your time and sharing your special knowledge with us.

Sincerely,

Anne

Anne S. Vaden
Teacher, Program for the
Talented and Gifted

Henrico County Public Schools

John Rolfe Middle School • 6901 Messer Road • Richmond, VA 23231

April 29, 1988

Mr. Carrington Tate
History Coordinator
Henrico County Public Schools
P.O. Box 40
Highland Springs, Virginia 23075

Dear Carrington,

It was a pleasure to have you and the middle and high school history department chairmen meet in the John Rolfe Museum and Historical Research Center in April. As I told them, I feel that all of you are one of the most crucial groups to visit the museum and learn about what it can offer to history classes throughout the county. It was especially nice to be with them since I have such good memories of working with a number of them when I served in that capacity.

I appreciated their taking the time after school to come "out" to Rolfe. They certainly seemed supportive of the project and showed an interest in incorporating some of the resources into their instruction. I was also grateful for their suggestions concerning future funding, and feel that they can have a positive impact on the growth of the museum and its viability as a working resource for teachers. Those and any future ideas are most welcome! I would like very much to meet with all of you again next year as both a follow-up and an extension of this last meeting.

I do know, of course, that my opportunity to talk with them would not have been possible without your direction and support. Although I have told you many times, I am genuinely grateful for your belief in the project, your active support, and your suggestions concerning next and subsequent years. You have and continue to be a very valued colleague and friend to me. Your support and help mean a lot.

Again, thank you for making it possible for me to talk with the history department Chairmen in the museum. The fifteen copies of The History of Henrico County are a wonderful addition to our collection. Thank you too for giving those special books to the museum. I look forward to continued work with you.

Sincerely,

Anne S. Vaden

Telephone (804) 222-7030

Henrico County Public Schools

John Rolfe Middle School • 6901 Messer Road • Richmond, VA 23231

April 29, 1988

Mrs. Waverly Payne
Corresponding Secretary
Varina Woman's Club
7707 Lampworth Terrace
Richmond, Virginia 23231

Dear Mrs. Payne,

It is with such sincere gratitude that I write once again to say how very much I appreciate the $250.00 check presented to the John Rolfe Museum and Historical Research Center on April 18, 1988, It was a pleasure to be with all of you that evening, and your gift was certainly a most needed and welcome surprise. I feel that the Varina Woman's Club is a special part of the museum's development, not only through your financial assistance, but also through your knowledge of the project, ongoing support, and individual contributions. Your involvement has meant so much to me and to the school as a whole.

I enjoyed the opportunity of presenting to all of the members present that evening an up-date on the museum's progress and ways in which your last year's gift has added significantly to its development. I also appreciate the interest and support of Mrs. Shaw through her individual visits to the museum and her invitations to meet with the club on several occasions.

The museum is, I hope, an important part of the community's affirmation of its historical importance. I do appreciate the concerns shown and the suggestions given in light of the School Board's recent decision not to continue the staffing of the museum and research center. I, too, want so very much for the project to be maintained as a viable part of the county's instructional program and the community's life. Again, thank you for your assistance. Please convey my deep appreciation to the members.

Sincerely,

Anne Vaden

Anne S. Vaden
Teacher, Program for the
Talented and Gifted

Telephone (804) 222-7030

Henrico County Public Schools

John Rolfe Middle School • 6901 Messer Road • Richmond, VA 23231

May 16, 1988

Dr. Patricia Duncan
Assistant Dean
School of Education
Virginia Commonwealth University
Box 2020
Richmond, Virginia 23284

Dear Pat,

It was such a pleasure to share in the International Reading Conference presentation with you and Kären, and I appreciate your inviting me to be a part of your symposium. I felt that it was a most productive session and was pleased with the responses of those who attended. The activities and educational approaches that we advocate can present special classroom opportunities. I certainly enjoyed and benefitted from yours and Kären's presentations.

You have been so supportive and enthusiastic about the John Rolfe Museum and Historical Research Center, and I cannot thank you enough for your interest in and concern for its future. Your idea of forming a support group is most encouraging, and it means so very much to me that you would be willing to become so actively involved. I look forward to working with you!

My presentation materials from Toronto were in the office. Thank you for bringing them to school. I will pursue the possibility of our presenting at the Virginia Association of Museums Annual Conference next spring. Again, thank you for including me in the Toronto Conference. Plese tell Jack that I enjoyed meeting and being with him. I look forward to seeing you again soon.

Sincerely,

Anne S. Vaden
Teacher, Program for the
Talented and Gifted

Telephone (804) 222-7030

Henrico County Public Schools

John Rolfe Middle School • 6901 Messer Road • Richmond, VA 23231

May 16, 1988

Mrs. Marjorie Turnbull
Tour Coordinator
Agecroft Association
5305 Sulgrave Road
Richmond, Virginia 23221

Dear Marjorie,

You were certainly helpful to Kristin, Farrah and Paul in their various areas of research on English life. I appreciate your working with them by taking them through Agecroft and discussing various aspects of life of that period and assisting Paul with his architectural research. The girls were particularly excited about the books you showed them. I wish that we were able to check them out for in-depth use in the classroom, but I understand your need to keep them there. I plan to order the Folger's series. They look like the types of resources that are perfect for these students.

I am sorry I did not have the opportunity to join you, but I had to stay with the herb group and take exact notes on the step-by-step process for preparing the ground and planting an herb garden. There was much to learn and I had to take copious notes in order to make sure that we develop our garden properly here at Rolfe. I would like to have been both places at once.

I love Agecroft and feel that Richmond is fortunate to have it as a cultural and educational resource. All of you are doing a wonderful job of conveying that period of history. I would like to return when you are available to show me some areas of the house and specific objects I might photograph to develop research materials and interpretive activities for use in the Rolfe Museum. I also plan to purchase the slides. I have been meaning to tell you that I appreciate your responding to Paul's letter. I found both books at the Richmond Public Library.

Thank you again for your assistance with the students' research. I look forward to continued work with all of you there.

Sincerely,

Anne S. Vaden
Teacher, Program for the
Talented and Gifted

cc: Mr. Dennis Halloran

Telephone (804) 222-7030

Henrico County Public Schools

John Rolfe Middle School • 6901 Messer Road • Richmond, VA 23231

May 16, 1988

Mr. Marvin Mason
Agecroft Hall
5305 Sulgrave Road
Richmond, Virginia 23221

Dear Marvin,

You were most kind to give of your time last week to work with my museum and historical research group. You, Richard and Beth have been such a wonderful help in teaching the students how to prepare, plant, cultivate, and maintain an herb garden. Going through the process step by step has given them the direction they need to begin our herb garden here at Rolfe.

I appreciate your working with the students in teaching them how to prepare the soil properly. They certainly learned the detailed process involved, and that gardening is a science as well as an aesthetic pleasure. They were so pleased that you all gave them herbs to take home. Several have started small gardens of their own at home.

Again, thank you for your invaluable assistance. We will keep you informed of our horticultural progress here at Rolfe.

Sincerely,

Anne

Anne S. Vaden
Teacher, Program for the
Talented and Gifted

cc: Mr. Dennis Halloran

Telephone (804) 222-7030

Henrico County Public Schools

John Rolfe Middle School • **6901 Messer Road** • **Richmond, VA 23231**

May 16. 1988

Mr. Richard Moxley
Estate Manager
Agecroft Association
4305 Sulgrave Road
Richmond, Virginia 23221

Dear Richard,

You have become quite a valuable resource to my museum group. I cannot say enough about the success of our morning at Agecroft. You, Beth, and Marvin were most generous to give us a full morning. I will also write to them, as well as Mrs. Gabb. We had a delightful afternoon at her home. The group that worked on learning how to prepare, plant, and cultivate an herb garden thoroughly enjoyed the experience and learned a great deal, as did I! The students were thrilled about the herbs you gave them. Several bought more over the week-end and have started small gardens of their own. After dividing the lamb's ear, we planted the rest here at school. It is doing well.

I feel that the students are well-prepared for developing an authentic and proper garden and hope that the herb garden will become a special instructional opportunity for students and faculty here at Rolfe and to members of the community. Yours and Agecroft's contributions will certainly be recognized. Our Community Council who gave the money for our herb garden and our Principal are also most appreciative of your involvement with this project.

I am sorry that I could not attend the Garden Open House on Sunday, but did not get home from a pre-arranged engagement until 5:30. I had thought surely I would have time following that obligation. I do want to come back and take some photographs. Beth said she would work with me.

Telephone (804) 222-7030

The gardens at Agecroft are beautiful. We are fortunate to have Agecroft here in Richmond. Again, thank you for your invaluable assistance, and I look forward to seeing you in the future. We will certainly keep you informed of our horticultural progress here at Rolfe

Sincerely,

Anne S. Vaden
Teacher, Program for the
Talented and Gifted

cc: Mrs. Annette Monroe
Principal, John Rolfe Middle School
John Rolfe Community Council
Mr. Dennis Halloran
Director, Agecroft

Henrico County Public Schools

John Rolfe Middle School • 6901 Messer Road • Richmond, VA 23231

May 16, 1988

Mrs. William B. Gabb
12016 Old Buckingham Road
Richmond, Virginia

Dear Mrs. Gabb,

You were such a gracious hostess for all of us last week! The students, Sharon and I thoroughly enjoyed our visit to your home, seeing you again, and meeting Mr. Gabb. Please tell him that it was a pleasure to be with him also. It was a delightful day, and you and Richard have certainly made it possible for us to begin our herb garden.

We all appreciated the delicious punch and cookies and the herb placecards. You do such special and nice gestures and have creative ideas for helping the children learn about herbs. The placecards really got them interested in searching for "their herb" in your garden which is so interesting and lovely.

Being there helped the students not only to learn new information about herbs, but also to apply what they had learned at Agecroft. I could tell that they were beginning to solidify some of the information in their minds.

Richard had given each of them an herb to take home and plant. They were excited about that and several of them purchased more herbs last weekend to begin small gardens at home. I think that seeing your garden and knowing how much you enjoy it encouraged more enthusiasm for starting their own.

Thank you again for taking such an interest in us and our project. I will certainly keep in touch and let you know of our progress. I know that our Community Council, who gave the money for our garden and instructional materials, and Mrs. Monroe, our Principal, appreciate your contributions to the John Rolfe Museum Perhaps you could visit us at school in the fall when we begin to plant. I look forward to seeing you again soon.

Sincerely,

Anne S. Vaden
Teacher, Program for the
Talented and Gifted

Telephone (804) 222-7030

Henrico County Public Schools

John Rolfe Middle School • 6901 Messer Road • Richmond, VA 23231

May 16, 1988

Ms. Beth Corker
Agecroft Hall
5305 Sulgrave Road
Richmond, Virginia 23221

Dear Beth,

You were most kind to give of your time last week to work with my museum and historical research group. You, Richard and Marvin have been such a wonderful help in teaching the students how to prepare, plant, cultivate and maintain an herb garden. Going through the process step by step has given them the direction they need to begin our herb garden here at Rolfe.

Your knowledge of herbs is quite extensive, and I appreciate the detailed tour you gave of the Agecroft garden, sharing ininformation on purposes, colors, sizes, and placement of the plants. The students and I gained so much from the experience. They also were thrilled that you all gave them an herb to take home. Several of the students bought more herbs over the week-end and have begun a garden of their own at home. We divided the Lamb's Ear for each to take and planted the remainder here at Rolfe. It's doing well so far.

Again, thank you for your invaluable assistance. I do want to return and take photographs of the garden to serve as resources for our study. I will call to check on a convenient time with you, and look forward to seeing you soon.

Sincerely,

Anne S. Vaden
Teacher, Program for the
Talented and Gifted

cc: Mr. Dennis Halloran

Telephone (804) 222-7030

Henrico County Public Schools

John Rolfe Middle School • 6901 Messer Road • Richmond, VA 23231

May 17,1988

Dear Bettye,

You are always so thoughtful in bringing news articles to me that relate to Varina history and our museum. Building our files on local history is one of the students' and my objectives. The ones you have given me were ones we missed seeing, so I appreciate your help.

You are always so thoughtful, and even though you have a lot to do, you take time for others. I just want you to know that means a lot to me. Thank you for your interest, your support, and your friendship.

Sincerely,

Anne

Anne S. Vaden
Teacher, Program for the
Talented and Gifted

cc: Mrs. Annette Monroe, Principal

Telephone (804) 222-7030

Henrico County Public Schools

John Rolfe Middle School • 6901 Messer Road • Richmond, VA 23231

May 18, 1988

Mrs. J. O'Neil Shaw
811 McCoul Street
Richmond, Virginia 23231

Dear Dot,

You have been such a special friend to me and to the John Rolfe Museum and Historical Research Center. Although I have written to Mrs. Payne to thank the entire club for the check and the support all of you have given, I wanted to particularly write to you.

You have made it possible for me to share the museum with the Varina Woman's Club through two presentations, and you have taken such a personal interest in its progress. I have enjoyed your visits here at Rolfe, and your support and enthusiasm for the project have been encouraging to me.

I am also grateful for your continued belief in the value of the museum to Rolfe, the county, and the community following the School Board's very disappointing decision. I only hope we can find ways to pursue our goals despite this setback. Since I will not be working in the museum next year except during my museum class that I teach, I hope some members of the Varina Woman's Club will be interested in volunteering in various areas. I will contact you in the fall and give you a list of opportunities and volunteer forms to distribute to club members.

Again, I am most grateful for all you are doing, including contacting Mr. Mehfoud. I hope he will take an active interest in the museum's future. I look forward to continued work with you and the club.

Sincerely,

Anne S. Vaden
Teacher, Program for the
Talented and Gifted

Telephone (804) 222-7030

Henrico County Public Schools

John Rolfe Middle School • 6901 Messer Road • Richmond, VA 23231

Dec. 20, 1988

Dear Mrs. Stoneman,

It was most kind of you to have us in your home recently. The museum students and I thoroughly enjoyed being with you and learning about Varina On the James. It is such an important part of the students' local heritage. Through their extensive research, talking with you, and actually being on the land where Rolfe and Pocahontas once walked and lived, these experiences have stimulated a curiosity and continued desire to learn more about local history and the area where they live. It is so important for them to realize that they are living in an area that is rich in history, and has such an impact on state and national history. I think they feel more pride in themselves and Varina as a result of this research.

They are fortunate that you open up your home so graciously and share that history with them. Our visit sparked further questions. Janet came in and spent a class period relating more information and her experiences, research and resources. The materials she brought were so interesting. The students' research is coming together for an exhibit on Rolfe, Pocahontas, and the Varina area.

We do want you to visit the museum in the spring. I will give you a call. Again, thank you for your help and interest in our work. We all hope you have a joyous Christmas!

Sincerely,

Anne

Anne S. Vaden
Teacher, Program for the
Talented and Gifted

Telephone (804) 222-7030

Henrico County Public Schools

John Rolfe Middle School • 6901 Messer Road • Richmond, VA 23231

December 23, 1988

Dear Janet,

You are such a good resource for my museum group, and we all appreciate your taking time to be with us for a class period. As you know, the visit to Varina On the James stimulated further interest and curiosity about the Varina area among the students. You are so knowledgeable about local history, particularly as it relates to Varina Farm that I knew you would be a helpful and interesting follow-up to our trip.

You helped to better acclamate the students geographically and close the gap between the past and themselves. I also appreciate your bringing in so many of your research materials, sharing your bibliography, and helping the students to understand the process of an historical detective.

I expect that we will call on you again. It is nice to have you so close by! Have a joyous Christmas!

Sincerely,

Anne S. Vaden

Telephone (804) 222-7030

A TENTATIVE PLAN FOR FUNDING
THE JOHN ROLFE MUSEUM AND
HISTORICAL RESEARCH CENTER
THROUGH THE PRIVATE SECTOR.
THE PLAN IS NOT IN OPERATION
AT THE PRESENT TIME.

FRIENDS OF THE VARINA MUSEUM

John Rolfe Middle School

1. Purpose:

   To provide on-going financial support to the project through private endowment.

   a. purchase of coordinator's time

   b. materials and resources

   c. publicity

2. Who should be invited to sit on the advisory board?

   a. school leaders

   b. community leaders

3. What would be the relationship to the school system?

   a. approval procedures

   b. solicitation procedures

   c. bylaws

4. Which businesses and industries should be tapped?

5. Other

Henrico County Public Schools
P. O. Box 23120 • 3820 Nine Mile Rd. • Richmond, Virginia 23223 • (804) 226-3600

August 30, 1988

Ms. Anne Vaden
TAG Teacher at Rolfe Middle School
Richmond, VA 23231

Dear Anne:

Thank you for sharing with me this summer your enthusiasm for the John Rolfe Museum. I am afraid that over the past seven weeks since our luncheon on July 7 I have been sidetracked with other assignments as well as our move to a new building. In addition, I have tried to get away for a short break.

Anyhow I have enclosed a contact roster of those names mentioned at our meeting according to my notes as well as some additional materials that may be of interest.

If I can be of further assistance, please do not hesitate to contact me.

All best wishes,

Betsy
Elizabeth A. Conner
Community Relations Specialist

EAC:lrl

Enc.

Dr. Patricia Duncan, Asst, Dean, V.C.U., Chairman

Mrs. Gail M. Hudson
Henrico County School Board
1204 Traverse Drive
Sandston, VA 23150
Home Phone: 737-6654
Business Phone: 270-0142

Dr. R. Daniel Norman
Assistant Superintendent for Administrative Services
Henrico County Public Schools
P. O. Box 23120
Richmond, VA 23223
(226-3825)

Mrs. Elaine Eberly
5 Wicker Drive
Richmond, VA 23231
Home Phone: 795-1645
Business Phone: 795-1280

Mr. Mitchell Kambis
7685 Turner Road
Richmond, VA 23231
(795-1616)

Mr. Schockley D. Gardner, Jr.
Executive Director
Virginia Resources Authority
P. O. Box 1300
Richmond, VA 23210
(644-3100)

Mrs. Pinkie Lemon
2304 New Market Road
Richmond, VA 23231
(795-2004)

Mr. Robert J. Moore
Community Relations Director
Philip Morris USA
P. O. Box 26603
Richmond, VA 23261
(274-3328)

Mrs. Betsy Veazey
1710 Windingridge Court
Richmond, VA 23233
(740-5260)

Mrs. Anne Axselle
1609 Hearthglow Lane
Richmond, VA 23233
(740-0536)

Mr. Harold V. Lawson, Principal
Highland Springs High School
15 S. Oak Avenue
Highland Springs, VA 23075
(737-6681)

Mr. George V. Wise, Jr.
Art K-12 Educational Specialist
Henrico County Public Schools
P. O. Box 23120
Richmond, VA 23223
(226-3756)

Mr. W. Carrington Tate
Social Studies 6-12 Educational Specialist
Henrico County Public Schools
P. O. Box 23120
Richmond, VA 23223
(226-3752)

Mr. H. Douglas Pitts
5 Westwick Road
Richmond, VA 23233
(740-8850)

Mr. Arnold H. Dreyfuss, Chairman, CEO
WearEver Proctor-Silex
4421 Waterfront Drive
Glen Allen, VA 23060
(273-9777)

Mr. W. T. Patrick, Jr., President
Hechler Chevrolet
4810 Nine Mile Road
Richmond, VA 23223
(222-3553)

Mr. Paul Ellsworth, President
Metropolitan Richmond Chamber of Commerce
201 East Franklin Street
Richmond, VA 23219
(648-1234)

Karen Holt, Education Specialist, Valentine Museum

Jane Stoneman

Dot Shaw, Varina Woman's Club

Mr. Bernard L. Perkins, III
Principal, John Rolfe Middle School

Dr. Henry L. Nelson, Jr.
Principal, Varina High School

Mr. Harold V. Lawson
Principal, Highland Springs High School

Mr. Robin Reed
Curator of Education, The Museum of the Confederacy

Agecroft and Virginia Commission for the Arts

MOST RECENT
DISSEMINATION MATERIALS

Exhibits Alive in the Classroom:
The John Rolfe Museum
and
Historical Research Center

Anne S. Vaden
The Arts and Sciences Revisited
The University of Virginia
December 7, 1988

"The humanities help us understand our place in time, see our own lives in a larger perspective." As an advocate of the many values of the humanities in both educational systems and every day lives, Lynne V. Cheney, Chairwoman of the National Endowment for the Humanities spoke these works in defense of the liberal arts. The word defense connotes a fear that "the humanities" is an "endangered species", yet there is increasing evidence that many professions share her philosophy of the humanities as a necessary and integral part of our lives. Many are coming to its rescue. This revelation is a positive sign in today's specialized environments where the humanities continue to hold a valid place in professional and personal growth.

The John Rolfe Museum and Historical Research Center, begun in 1982, is an example of that effort to revitalize the humanities. One major purpose of this project is to stimulate an interest and excitement in the arts and sciences and their further integration into our academic and private worlds. Other major purposes are to provide students and the community with a knowledge of and appreciation for local heritage, provide real-world outlets for students pursuing historical research, and broaden students perspectives about museums' diverse sources of knowledge and how to use them effectively. Other goals include exposure to primary sources, development of critical and creative thinking skills and sparking an excitement for the study of history, art, and science and their interrelationships. A sense of ourselves in the greater historical perspective is crucial to preserving our past, our democracy, and a future which reflects our heritage. With these goals in mind, a number of specific objectives were written to stress the magnitude of the John Rolfe Museum and Historical Research Center which aims for permanency and growth. These objectives include:

-To strengthen history and develop renewed interest in and respect for its significance in conveying our historical, social, and democratic legacies.

-To incorporate an interdisciplinary approach to the museum and historical research center with emphasis on the humanities and sciences.

-To encourage interest in and knowledge of Varina's heritage as significant in local, state and national history and to further develop pride in the area.

-To instill pride in the students and community as preservers of history and strengthen school ties to the community.

-To develop interprofessional cooperation and effective communication between schools and musuems, as well as the business and governmental communities.

-To collect information about the man, John Rolfe, and his contributions to Virginia's and the nation's economic development, and to develop knowledge of early seventeenth century Virginia Indians with particular emphasis on Pocahontas and her marriage to John Rolfe.

-To provide information on Varina Farm, its classification as a Virginia Historic Landmark, and its significance in local, state and national history.

-To collect and incorporate local heritage resources into the existing curriculum.

-To provide a variety of historical resources and documents pertaining to United States History and the upcoming U.S. Constitutional Bicentennial.

-To develop analytical and interpretive lessons on object analysis, works of art as social documents, architecture, and the use of primary sources.

-To focus on present and future issues of Richmond and Henrico County, Virginia and the United States, and the relationship of those issues to past development and lifestyles.

-To involve students at John Rolfe, Varina High School, and other county schools, in research for the museum's development.

-To provide an on-going museum training program for students interested in historical research and other areas of the humanities.

-To stimulate students and teachers to conduct research activities and emulate the work of professional historians.

-To utilize staff expertise and resources of local museums in the development and operation of the John Rolfe Museum and Historical Research Center and its subsequent educational programs.

-To teach creative thinking skills so as to draw inferences from the past and present, project change for the future, and to initiate meaningful historical projects in the local areas.

-To teach critical thinking skills.

-To teach the scientific inquiry process as a problem-solving approach to history and as a valid tool for self-directed learning in any discipline.

-To develop classroom activities and resources which can be replicated and disseminated.

-To teach skills on how to use a museum as a source of learning and enjoyment, and to provide information on local museum programs, exhibits, and services.

-To provide information and on-site study in museum related careers.

The museum and historical research center received a $40,000. Excellence in Education grant two years ago from the U.S. Department of Education. This grant was established by former Secretary of Education, William C. Bennett, one of the foremost defenders of the need for the humanities in education.

The project, of which growth and permanency are essential goals, consists of two major areas. Both of these areas, the museum and the research center, have made great progress due to the grant and work of the students, and are still in the process of development. The museum section exhibits objects, documents, and other primary sources directly related to John Rolfe, Pocahontas, the Varina area where the school is located, the seventeenth century Virginia Indians, and the lifestyles of the early Virginia English colonists. It will also house a photography display of student involvement in the project's development and operation. Although students in the school's Talented and Gifted Program have been involved to date, participation is expanding to interested students and faculty at John Rolfe and to other schools in Henrico County.

The historical research center houses a growing collection of primary sources such as letters, inventories, deeds, diaries, photographs, documents, and historical objects on everyday life and historical events. A special area on the United States Constitution will highlight the up-coming Bicentennial. The center also houses books, reference sources, art prints which will serve as social documents, and interpretive activities and teaching materials for classroom instruction. Both the museum and the research center will place greater significance on the importance and revitalization of history and the humanities, thus strengthening both and developing renewed interest in their roles in conveying our historical, social and democratic legacies.

One special aspect of this project is that its audiences will also include school patrons and the professional community who will contribute to the development as well as draw upon its resources and programs. To date, students have conducted research in state and local institutions and corresponded with a Rolfe descendant in England. They have made and gathered reproduction artifacts, collected primary cources, developed exhibits, and are presently working on further research and classroom activities. Faculty members, organizations, and individuals are contributing resources, and are exhibiting genuine interest in the future growth of the project. The John Rolfe Museum and Historical Research Center provides a new dimension to active learning, becomes a promising model of county and community educational cooperation, and promotes the arts and sciences.

The arts and sciences are evident in both the museum and research center and the overall themes are both environmental and historical in nature. The sciences are most vividly portrayed by the museum's initial exhibit, a woodland and wildlife painting. This 10' X 4' mural, "The Untouched Land", was painted by a student. It depicts the Virginia woodlands before man arrived, and interpretive activities will focus on man's use of the environment, depletion of resources, and environmental issues. Another exhibit which will feature an enlarged version of Captain John Smith's map of Virginia will emphasize the Chesapeake Bay and the James River, the history and use of both, and present-day ecological concerns. Other broad themes emphasized in both the museum and research center include history, literature, archaeology, architecture, and art. Art is given a prominent place in the collection and interpretive activities through historical and art prints. Art prints are used as social documents or windows on the past, identification of artifacts, and historical interpretation. These academic disciplines lend an interdisciplinary flavor to the project and are coming alive through exhibits and a growing collection of primary documents.

In addition to the experiences in the John Rolfe Museum and Historical Research Center, the project encourages teacher and student knowledge and use of local and state museums and historical institutions. Staff members at a number of these museums and institutions have also assisted students in the development of and research for the Rolfe Museum.

One project in which the students have been involved for several years is local history research. Their focus has been the Varina area with special emphasis on the lives of John Rolfe and Pocahontas and their relationship to early Henrico history. This on-going search inspires a response to a paper presented to the Arts and Sciences Revisited class at the Virginia Historical Society by its Director, Dr. Charles Bryan. Dr. Bryan's paper, "On the Importance of Being Nearsighted: Can Floyd County History Really Be Interesting?", was a creative, erudite, and convincing plea for greater emphasis on local history--the key to a better understanding of state history. The students in the John Rolfe Museum are one significant example of doing just that--looking for history in their own backyards and subsequently enlightening others through activities and exhibits. Although the raison d'etre now encompasses other goals in addition to local history, the Rolfe Museum had its seeds in the fact that many students in Varina were unaware of the historical importance of eastern Henrico County to the state and the nation. The students were also uninformed as to the relationship of the area to the name of their school, John Rolfe. There was clearly a need to promote an understanding and pride in their heritage. This need set in motion a beginning search for their past. Thus the Rolfe Museum has a constant "eye" on being "nearsighted"--looking at history close to home as Dr. Bryan suggests. This nearsightedness is one of the major purposes of this growing project.

In conjunction with this particular purpose, students have concentrated on Varina history, with special emphasis on Rolfe and Pocahontas. This historical detective work has taken them to the local community, museums, libraries, and history institutions and has focused on primary sources as exciting and invaluable components in their research. Brief descriptions of several of the research trips detail their adventures with history at home.

-The Virginia Historical Society.....Students heard presentations on the purposes of the Society, types of primary sources, and skills for conducting research in the library, archives and picture and print collections; conducted individual and group research; purchased copies of pertinent documents. One staff member called the students their "youngest researchers".

-The Division of Historic Landmarks.....Students heard presentations on the purposes of the Division, types of historians, and historical surveys in progress; conducted group research on Varina in the archaeological and architectural survey files and map collections; made copies of records pertinent to Varina history and properties.

-England.....Students have corresponded for three years with a descendant of John Rolfe, Mr. E. A. Gunther, London; name was obtained through the Assiciation for the Preservation of Virginia Antiquities. Through this special correspondence, letters, maps, research suggestions, books, and friendship have been received.

-Varina On the James.....Students interviewed Mrs. W. N. Stoneman, Sr. on the history of the home and the relationship of the property to Rolfe and Pocahontas; toured the house and the grounds and gained a better understanding of the historical and present-day nature of the Varina area.

-The Virginia State Library.....Students heard a presentation by the Archivist and received lessons on how to conduct research in the archival collection and Reference Room; conducted research in the picture collection and identified sources relevant to their local history; sources reproduced by the library photographer.

-Jamestown Festival Park.....Students heard presentations on types of primary sources located in the library there; conducted research with those sources and obtained copies of documents related to Rolfe and Pocahontas; received instruction in establishing an accessioning system for the Rolfe Museum collection. (Several other trips have been taken to Jamestown to learn about Indian and English life-styles and develop skills for creating exhibits and making reproduction artifacts.)

Research data and sources obtained through these trips are being used in the creation of museum exhibits. In addition, a collection of primary sources is being amassed for further research and classroom interpretive activities. For students contributing to the museum, their research and exhibit work are accompanied by lessons such as primary document analysis, validity of sources, and evaluation of evidence. In an area with such a rich and significant past, students should not only be learning, but also producing history. The museum plans to identify other local history projects that provide exciting outlets for students interested in historical research. These local history projects should also be an avenue to sparking a new interest among those whose view of history is static. One such project has already been discussed in conjunction with the Division of Historic Landmarks.

Of the many books in the Rolfe Museum's Research Center, several focus on developing skills for local heritage investigations. These books include:

-Nearby History, Kyrig and Marty, American Association of State and Local History (AASLH)

-Local Government Records, Jones, AASLH

-Local History Collections, A Manual for Librarians, Thompson, AASLH

-Researching, Writing, and Publishing Local History, Felt, AASLH

-Recording Your Family History, Fletcher, Gamut Books

-A Guidebook to Virginia's Historical Markers, Peters, University Press of Virginia

-Tracing Your Ancestry, Guidebook and Logbook, Helmhold, Oxmoor House

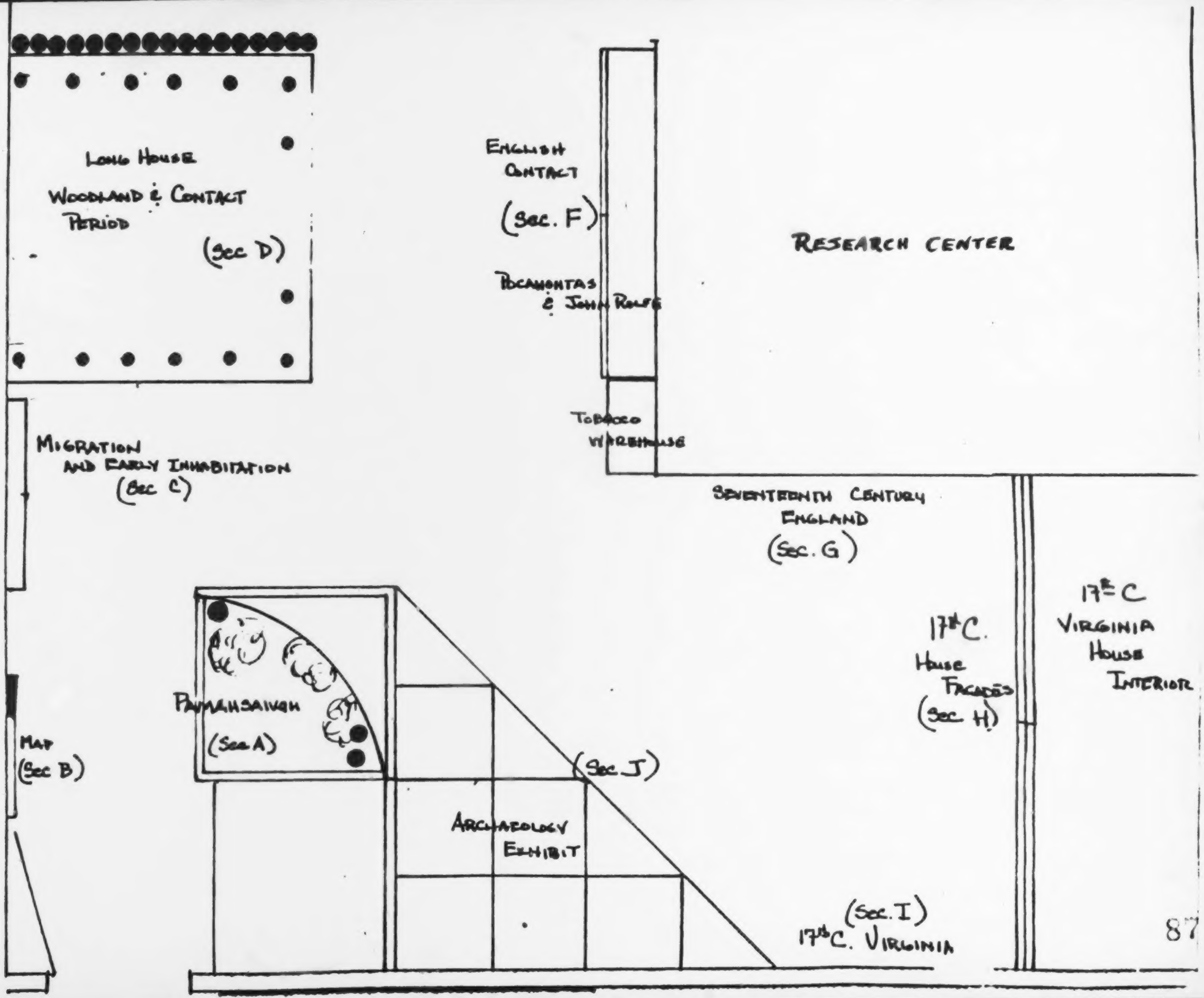
One crucial aspect of this museum and research center project is to share ideas for replication with other educators. The following are a few suggestions for bringing the humanities and the sciences to life in the classroom, creating exhibits, and developing museum-related activities.

- Borrow resources from the John Rolfe Museum and Historical Research Center. Some of these resources could include copies of primary sources, artifact boxes, interpretive activities, books on how to set up exhibits, slide programs on museums and historical research techniques, and resource books. Many other sources are available. Obtain an inventory.
- Design studies which incorporate opportunities for students to create classroom exhibits and activities related to those exhibits. Examples could include ideas such as an art gallery, a collection of objects, a natural habitat such as a beach, or a photography display.
- Have students bring historical objects and family documents from collections at home. Set up a "classroom archives" and ask students to investigate what an archivist does.
- Make artifact boxes of a particular period in history. Reproduction objects can be obtained from museum shops and other sources given to you by museum educators.
- Collect primary documents such as letters, photographs, maps, journals, prints, etc. from archival rooms and manuscript libraries.
- Purchase prints of works of art from art museums. The

National Gallery of Art in Washington sells 11" x 14" prints for $1.00 a piece. Use these prints for classroom exhibits and activities such as the use of art in a social history context to interpret lifestyles or to convey mood, personality, emotions, and events.

- -Take slides of museum exhibits and conduct interpretive sessions in the classroom. See examples provided of activity sheets, "How to Use a Museum as a Resource."
- -Borrow museum handling collections that are designed for loan purposes. Create your own handling collection with purchased reproductions for objects brought in by students. Se suggestions for object analysis activities.
- -Conduct local history or family genealogical research with students. See earlier field trip descriptions for ideas of area resources.
- -Invite museum staff members to your classroom.
- -Borrow educational resources from museums.

Aspirations for the John Rolfe Museum and Historical Research Center include its use by teachers, students, and the community as a center of learning, academic adventure, and pride. The arts, the sciences, the humanities -- all come together to promote and provide an enlivened sense of our past and ourselves.


Long House
Woodland & Contact Period
(Sec D)
English Contact
(Sec. F)
Pocahontas & John Rolfe
Tobacco Warehouse
Research Center
Migration and Early Inhabitation
(Sec C)
Seventeenth Century England
(Sec. G)
17th C. House Facades
(Sec. H)
17th C Virginia House Interior
Pamahsaivah
(Sec A)
Map
(Sec B)
(Sec J)
Archaeology Exhibit
(Sec. I)
17th C. Virginia

Virginia Commonwealth University

October 1, 1987

Ms. Anne Vaden
John Rolfe Middle School
7800 Messer Road
Richmond, VA 23231

Dear Anne:

I am pleased to invite you to participate in my symposium on museum education at the annual convention of the International Reading Association in Toronto, Canada on May 6th, 1988. I am delighted to have your presentation on the Varina In-School Museum as a part of the session.

I have enclosed for your use a copy of the revised program format. Your portion of the program will be about 50 minutes. I will have a carousel slide projector with me that we can use. An overhead projector is provided in each conference room.

Please feel free to develop your presentation any way you chose within the framework. I would expect that you can use much of what you presented to my class this summer.

Thank you again for agreeing to be a part of the program. I really believe we can make a contribution to language arts teaching.

Sincerely,

Pat

Patricia H. Duncan
Professor of Education

PHD:ask

Enclosure

School of Education • Box 2020 • Oliver Hall South • 1015 West Main Street • Richmond, Virginia 23284-0001

Friday, May 6 - 9:00-11:45 a.m.
SYMPOSIUM 54
CONVENTION CENTRE, ROOM 103 b

Using the Museum to Teach Reading and Writing Intended for classroom teachers and language arts specialists, grades K-12.

Cochairing: Patricia H. Duncan, Virginia Commonwealth University; Karen Larson, San Antonio Museum Association

Locating and Using Museum Resources.
Speaker: Patricia Duncan

Special Museum Programs for Teachers and Children.
Speaker: Karen Larsen

Language Arts Activities at the Museum.
Speaker: Karen Larsen

Extending the Museum Experience Through Classroom Reading and Writing.
Speaker: Patricia Duncan

The In-School Museum: Building Identity and Critical Thought.
Speaker: Anne Vaden, John Rolfe Middle School,
Henrico County, Virginia

Providing Staff Development in Reading for Developing Countries
Speaker: Lawrence L. Smith

Summary
Speaker: Lawrence L. Smith

SYMPOSIUM 50
CONVENTION CENTRE, ROOM 201B

Making the Invisible Visible: Teaching Cognitive Strategies in Reading and Writing Intended for teachers, teacher educators, and researchers, grades K-12. *Cochairing:* James Gavelek, Michigan State University; Michael Pressley, University of Western Ontario

Sharing the Secrets of Reading with Understanding
Speaker: Karen K. Wixson, University of Michigan

Building Ownership of Comprehension Strategies through Reciprocal Teaching
Speaker: Annemarie S. Palincsar, Michigan State University

Composing and Comprehending Expository Text
Speaker: Taffy E. Raphael, Michigan State University
Coauthor: Carol Sue Englert, Michigan State University

Writing to Clarify Thoughts about Literature
Speaker: Kathryn H. Au, Kamehameha School, Honolulu, Hawaii
Coauthor: Judith Scheu, Kamehameha School, Honolulu, Hawaii

Explicit Elements in Cognitive Process Teaching and How Teachers Can Enhance Children's Cognitive Mediation
Speaker: Gerald Duffy, Michigan State University
Coauthor: Laura R. Roehler, Michigan State University

Integrative Discussion and Commentary
Speaker: James Gavelek, Michael Pressley

SYMPOSIUM 51
CONVENTION CENTRE, ROOM 201D

Children's Choices Books Change the School's Reading Emphasis Intended for classroom teachers, reading consultants, teacher trainers, and administrators, grades K-6. *Chairing:* Gwen M. Cox, Lawton, Oklahoma

Use of Children's Choices Change Reading Emphasis: Using Drama and Writing with Children's Choices
Speaker: Peggy Compton Moberly, Kent School District, Washington

Incorporating Children's Choices with Themes
Speaker: Sandy Anderson, Kent School District, Washington

Promoting a Schoolwide Emphasis on Reading Using Children's Choices
Speaker: Jan Jackson, North Kitsap School District, Washington

Utilizing Children's Choices in Content Area Reading
Speaker: Pat A. Johnson, Kent School District, Washington

Educating Parents in Using Literature as an Alternative to Workbooks: An Administrator's Viewpoint
Speaker: Tom Bettis, Kent School District, Washington

Summary
Speaker: Gwen M. Cox

SYMPOSIUM 52
CONVENTION CENTRE, ROOM 201F

Communication: The Key to Effective Reading Programs Intended for classroom teachers, reading teachers, supervisors, and administrators, grades K-6. *Chairing:* Sue A. Deffenbaugh, West Hartford Public Schools, Connecticut

Coordinating Classroom and Remedial Programs for More Effective Instruction
Speaker: Pamela Jones, Mississauga Public Schools, Ontario

Teachers and Principals Together for Better Instruction
Speaker: Floyd Sucher, Anchorage, Alaska

Parents and Teachers United: We're in This Together!
Speaker: Elaine Aoki, Seattle Public Schools

Summary: A Coordinated Effort for Effective Reading Programs
Speaker: Sue A. Deffenbaugh

SYMPOSIUM 53
CONVENTION CENTRE, ROOM 104B

Preparing Learners for Differing Literacies Intended for teachers, reading consultants, and program planners, middle school-adult. *Chairing:* Leo C. Fay, Indiana University

Hirsch's "Cultural Literacy" and What It Means for Teachers
Speaker: Leo C. Fay

Civic Literacy: Preparing Learners to Meet the Current Literacy Demands of Participating as Citizens
Speaker: Frederick Smith, Indiana University

Civilian Functional and Occupational Literacies: Integrating Learner Preparation into Existing Curricula
Speaker: Larry Mikulecky, Indiana University

Military Functional and Occupational Literacies: Lessons to Be Learned from Military Literacy Programs
Speaker: Jorie W. Philippi, Big Bend Community College, European Division, Bad Kreuznach, W. Germany

Panel Discussion
Moderator: Leo C. Fay

SYMPOSIUM 54
CONVENTION CENTRE, ROOM 103B

Using the Museum to Teach Reading and Writing Intended for classroom teachers and language arts specialists, grades K-12. *Cochairing:* Patricia H. Duncan, Virginia Commonwealth University; Karen Larsen, San Antonio Museum Association

Locating and Using Museum Resources
Speaker: Patricia H. Duncan

Special Museum Programs for Teachers and Children
Speaker: Karen Larsen

Language Arts Activities at the Museum
Speaker: Karen Larsen

Extending the Museum Experience through Classroom Reading and Writing
Speaker: Patricia H. Duncan

The In-School Museum: Building Identity and Critical Thought
Speaker: Anne S. Vaden, John Rolfe Middle School, Henrico County, Virginia

Copy of page from
International Reading
Association conference
program, "Reaching
New Heights In Reading"

Virginia Commonwealth University

May 13, 1988

Ms. Anne Vaden
John Rolfe Middle School
7800 Messer Road
Richmond, VA 23231

Dear Anne:

Thank you for your excellent presentation on the Varina In-School Museum given at the annual conference of the International Reading Association on May 6 in Toronto, Canada. I know our audience was very impressed with your organization and creativity in developing this project.

I am giving your address and telephone number to Nancy Holmes, Senior Associate Editor of Learning Magazine. She plans to do a feature on our symposium. We may make the national press!

I will be contacting you soon to see about establishing a support group for the museum. In the meantime, let me know if there is any other way I can help with this most worthwhile project.

Sincerely,

Pat

Patricia H. Duncan
Professor of Education

PHD/sr

School of Education • Box 2020 • Oliver Hall-South • 1015 West Main Street
Richmond, Virginia 23284-2020

Virginia Commonwealth University

May 13, 1988

Ms. H. Nancy Holmes
Senior Associate Editor
Springhouse Corporation, Learning Magazine
1111 Bethlehem Pike
Springhouse, PA 19477

Dear Nancy:

It was a real pleasure to have you among the group at our IRA presentation, "Teaching Reading and Writing Through Museum Activities". Your enthusiastic participation certainly inspired us to give our best.

As you could tell from observing us, we three are very committed to the use of museums as educational resources. We have over the years developed an abundance of information on the subject.

As you requested I am listing our addresses and phone numbers for you.

- Dr. Patricia H. Duncan
  Virginia Commonwealth University
  Box 2020
  Richmond, VA 23284-2020   Home: (804) 740-4868
  Office: (804) 367-1308 or 1324

- Ms. Karen Larsen
  Classroom Services Coordinator
  The San Antonio Museum Association
  P. O. Box 2601
  San Antonio, TX 78299-2601   Phone: (512) 226-5544

- Ms. Anne Vaden
  John Rolfe Middle School
  7800 Messer Road
  Richmond, VA 23231   Phone: (804) 222-5975
  or
  (804) 222-7030

School of Education • Box 2020 • Oliver Hall-South • 1015 West Main Street
Richmond, Virginia 23284-2020

Thank you for your interest in our work. We shall look forward to hearing from you.

Sincerely,

Pat

Patricia H. Duncan, Ed.D.
Professor of Education

cc: ✓Anne Vaden
Karen Larsen

Exhibits Alive in the Classroom:

The John Rolfe Museum
and
Historical Research Center

HENRICO COUNTY PUBLIC SCHOOLS
COUNTY OF HENRICO, VIRGINIA

Anne S. Vaden, Teacher
John Rolfe Middle School
6901 Messer Road
Richmond, Virginia 23231

JOHN ROLFE MUSEUM AND HISTORICAL RESEARCH CENTER

The John Rolfe Museum and Historical Research Center was begun in 1982 to stimulate community knowledge and interest in regional heritage, provide a "real world" outlet for students pursuing historical research, and broaden students' perspectives about sources of knowledge and how to use them effectively. The project, of which growth and permanency are essential goals, consists of two major areas and was recently funded by a U.S. Excellence in Education grant. The $40,000. provided by the grant over a two year period will cover the costs of establishing the project, after which additional funds will be needed for maintenance and future development.

One of these areas is the John Rolfe Museum. The museum section will exhibit objects, documents, and other primary sources directly related to John Rolfe, Pocahontas, the Varina area where the school is located, the seventeenth century Virginia Indians, and the lifestyles of the early Virginia colonists. It will also house a photography display of student involvement in the project's development and operation. Although students in the school's Talented and Gifted Program have been involved to date, participation will expand to interested students and faculty throughout the school.

The Historical Research Center will house a growing collection of primary sources such as letters, inventories, deeds, diaries, photographs, documents, and historical objects on everyday life and historical events. A special area on the United States Constitution will highlight the up-coming Bicentennial. The center will also house books, reference sources, art prints which will serve as social documents, and interpretive activities and teaching materials for classroom instruction. Both the museum and the research center will place greater significance on the importance and revitalization of history and the humanities, thus strengthening both and developing renewed interest in their roles in conveying our historical, social and democratic legacies.

There are twenty specific objectives which have been classified into five broad categories which will be stated for purposes of brevity. These following categories also encompass a multitude of strategies for establishing and operating the program:

-To acquire and organize the collection
-To develop teacher and student knowledge of community resources and assist in the use of those resources
-To design innovative curriculum which encourages inquiry learning and an interdisciplinary approach
-To provide new scholarly opportunities for students at all ability levels

-To generate community support and interprofessional cooperation and involvement in the research, development, instruction and programs.

A museum houses resources which awaken curiosity and enhance positive attitudes to discovery and learning. In the formative stages of the project, students in the Program for the Talented and Gifted at John Rolfe Middle School have benefitted from this project and participated in its development. During this and subsequent years, the program will expand to serve the student body at John Rolfe and secondary students throughout Henrico County. The facility itself will be located within John Rolfe Middle School. One special aspect of this project is that its audiences will also include school patrons and the professional community who will contribute to the development as well as draw upon its resources and programs.

To date, students have conducted research in state and local institutions and corresponded with a Rolfe descendant in England. They have made and gathered reproduction artifacts, collected primary sources, developed exhibits, and are presently working on further research and classroom activities. Faculty members, organizations, and individuals are contributing resources, and are exhibiting genuine interest in the future growth of the project. The John Rolfe Museum and Historical Research Center provides a new dimension to active learning and becomes a promising model of county and community educational cooperation.

OBJECTIVES

The magnitude of the John Rolfe Museum and Historical Research Center project, of which permanency and growth are two major goals, determined the need for a large number of objectives.

- -To strengthen history and develop renewed interest in and respect for its significance in conveying our historical, social, and democratic legacies.
- -To encourage interest in and knowledge of Varina's heritage as significant in local, state and national history and to further develop pride in the area.
- -To instill pride in the students and community as preservers of history and strengthen school ties to the community.
- -To develop interprofessional cooperation and effective communication between schools and museums, as well as the business and governmental communities.
- -To collect information about the man, John Rolfe, and his contributions to Virginia's and the nation's economic development, and to develop knowledge of early seventeenth century Virginia Indians with particular emphasis on Pocahontas and her marriage to John Rolfe.
- -To provide information on Varina Farm, its classification as a Virginia Historic Landmark, and its significance in local, state, and national history.
- -To collect and incorporate local heritage resources into the existing curriculum.
- -To provide a variety of historical resources and documents pertaining to United States History and the upcoming U. S. Constitution Bicentennial.
- -To develop analytical and interpretive lessons on object analysis, works of art as social documents, architecture, and the use of primary sources.
- -To focus on present and future issues of Richmond and Henrico County, Virginia and the United States, and the relationship of those issues to past development and lifestyles.
- -To involve students at John Rolfe, Varina High School, and other county schools, in research for the museum's development.
- -To provide an on-going museum training program for students interested in historical research and other areas of the humanities.
- -To stimulate students and teachers to conduct research activities and emulate the work of professional historians.

-To utilize staff expertise and resources of local museums in the development and operation of The John Rolfe Museum and Historical Research Center and its subsequent educational programs.

-To teach creative thinking skills so as to draw inferences from the past and present, project change for the future, and to initiate meaningful historical projects in the local areas.

-To teach critical thinking skills.

-To teach the Scientific Inquiry Process as a problem-solving approach to history and as a valid tool for self-directed learning in any discipline.

-To develop classroom activities and resources which can be replicated and disseminated.

-To incorporate an interdisciplinary approach to the museum and historical research center with special emphasis on the humanities.

-To teach skills on how to use a museum as a source of learning and enjoyment, and to provide information on local museum programs, exhibits, and services.

-To provide information and on-site study in museum related careers.

f Operation (20 points)

hould describe (1) how the objectives in Item 1 (National Significance) of the proposal will be met through efficient use o
ies and personnel; (2) how equal access and treatment will be provided for eligible project participants who are membe
ups that traditionally have been underrepresented (such as members of racial or ethnic minority groups, women, hand
l persons and the elderly); (3) the work plan and schedule to achieve the project objectives; (4) ways the project will ensu
ctive participation of school administrators, school teachers, parents and business concerns in the locality; (5) how t
ies of the project will be related to the operation of other improvement activities of the school now underway or planne
ng other activities addressing the objectives of this proposal; and (6) the accomplishments expected from the project b
l of the grant period.

The following strategies for establishing and operating the John Rolfe Museum and Historical Research Center have been classified into five broad categories and encompass all of the aforementioned objectives as stated in Part IV of the Project Narrative, National Significance. Areas that involve teacher workshops and in-service are listed under the category of innovative curriculum. Several strategies relate to more than one category and are listed more than once.

The first category is collection acquisition and organization. Strategies related to this aspect of operation include:

- Developing acquisition policies
- Identifying history agencies, organizations, and research collections for relevant data and primary sources
- Visiting museums to secure pertinent objects and manuscript copies for loan or permanent acquisition
- Developing accession and cataloging systems
- Working with local families to obtain historical objects and documents as gifts or loan items
- Continuing correspondence with descendants of John Rolfe in England to obtain interesting information and research materials not available in the U.S. and to build on this stimulating relationship

The second category is developing teacher and student knowledge of community resources and assisting in the use of those resources. Strategies related to this aspect of operation include:

- Involving a cross-section of students, teachers, administrators, and county personnel in the planning and development of the John Rolfe Museum and Historical Research Center
- Developing teacher and student surveys on knowledge of local historical, educational, cultural, business, and governmental resources
- Assisting teachers in arranging and planning of field trips and in developing curriculum for student preparation and meaningful follow-up
- Developing teacher workshops on the effective use of the John Rolfe Museum and Historical Research Center
- Professionally reproducing for teacher and student use a slide program on Richmond's historical, educational, and cultural resources
- Developing new media programs for classroom use on community resources, local museum exhibits, and new Rolfe Museum and bicentennial curricula

The third category is designing innovative curriculum (a). Strategies relate to this aspect of operation include:

- Developing teacher and student surveys on curriculum needs and interests
- Developing interpretive programs and primary source activities for use in the John Rolfe Museum and Historical Research Center
- Developing Traveling Kits with objects and primary sources and accompanying interpretive activities for use in classrooms throughout the county
- Developing U.S. Constitution Bicentennial Primary Source Packets and accompanying interpretive activities, questions, independent study ideas, and suggested resources, to be housed in History Departments of each middle and high school in Henrico County (six middle schools and seven high schools
- Developing additional curriculum ideas for special recognition of the U.S. Constitution bicentennial (Specific plans for #2, 4 and 5 are found in the Project Narrative, Improving Elementary and Secondary Education)
- Using the John Rolfe Museum and Historical Research Center as a central clearing house for prepared units and activities developed by twenty Henrico County teachers who participated in a National Endowment for the Humanities Grant, Teacher Training: A Field-Based Experience (A four day study in Colonial Williamsburg, April 1982)
- Developing interdisciplinary studies to involve as many curriculum areas as possible
- Developing museum field trip preparation and follow-up questions at different levels of thinking in both the cognitive and affective realms
- Assisting teachers in developing units of study on selected topics using the John Rolfe Museum and Historical Research Center materials
- Visiting classrooms throughout the county to teach lessons using materials housed in the John Rolfe Museum and Historical Research Center
- Serving as a liaison to local museums by taking their handling collections and other resources into county classrooms and conducting special related activities and lessons
- Professionally reproducing for classroom use a narrated slide program, "Search for the Past," on the roles of different types of historians (researcher, architect, archaeologist, curator, and interpreter)
- Developing new media programs for classroom use on new John Rolfe Museum and Historical Research Center and bicentennial curricula

The fourth category is providing new scholarly opportunities for students at all ability levels. Strategies related to this aspect of operation include:

- Training students in historical research techniques and interpretive skills to assist in the development and operation of the John Rolfe Museum and Historical Research Center
- Introducing students to museum careers through materials and information, on-site studies, and mentors where serious interests are indicated
- Involving students in working with local families to obtain historical objects and documents for the John Rolfe Museum and Historical Research Center

- Continuing student and teacher correspondence with descendants of John Rolfe in England to obtain materials and information and develop an on-going friendship
- Involving students in exhibit design as a productive follow-up to analysis of exhibits in local museums
- Involving students in categorizing and cataloging objects and primary sources
- Continuing to involve students in authentic artifact reproduction as a result of training by professional historians
- Developing artifact and primary source interpretive programs for student lessons in the museum and classroom
- Developing Traveling Artifact and Document Kits for use by students in other schools in the county
- Encouraging classroom and independant study use of the bicentennial materials and activities as described in Project Narrative, Improving Elementary and Secondary Education
- Developing and facilitating local history projects for students as productive outlets of knowledge gained, to be shared in school, John Rolfe Museum and Historical Research Center, and community settings where appropriate
- Assisting in on-site studies for small groups of students
- Conducting student seminars on issues and topics related to the humanities

The fifth category is generating community support and involvement in instruction. Strategies related to this aspect of operation include:

- Developing a Parent Docent Program
- Training parents in historical research techniques and interpretive skills to assist in the development and operation of the John Rolfe Museum and Historical Research Center
- Identifying museum, business, and governmental professions to serve as on-going consultants on a Rolfe Museum Advisory Board
- Providing information regarding Henrico County school curricula to museum staffs
- Attending museum, business, and governmental functions and conferences to develop interprofessional involvement
- Attending Inter-Museum Council of Richmond (ICOR) meetings to inform members of school needs and to learn of developing programs and services, thereby promoting a school-museum partnership
- Arranging opportunities for museum, business, and governmental personnel to serve as resources in the classroom
- Working with local families to discuss the John Rolfe Museum and Historical Research Center development ideas and obtaining historical objects and documents for loan or permanent acquisition
- Working with school and local community organizations in the planning, development, and operation of the John Rolfe Museum and Historical Research Center

Henrico County Public Schools

John Rolfe Middle School • 6901 Messer Road • Richmond, VA 23231

March 22, 1988

Mr. Richard Moxley
Agecroft Association
4305 Sulgrave Road
Richmond, Virginia 23221

Dear Richard,

You were most kind to take time from your work at Agecroft to come to Rolfe and work with my museum group. You and Mrs. Gabb certainly sparked our enthusiasm in developing a 17th century English herb garden as an outdoor exhibit for the John Rolfe Museum. The students thoroughly enjoyed meeting you and enjoyed your presentation and the discussion. Although Mary is the most active in herb garden research, all of the students now want to take part in the garden's development. That growing interest is to yours and Mrs. Gabb's credit. You certainly succeeded in boosting my confidence in pursuing this goal.

You shared a lot of essential information that will help us get started. Books give us design and types of plants, but I was relieved to learn basic preparation and gardening techniques. Mrs. Gabb's bibliography will then help us with the plants and their placement.

We do look forward to our visit to Agecroft in May. I will be in touch with you to see if it continues to suit your schedule. I have submitted a budget to our Rolfe Community Council and I should have a good idea of available funds by that time.

I do want to apologize for not writing sooner. An unexpected occurrence in the "life" of our museum came up the week after your visit. The School Board did not fund it for next year. I felt as though a part of me and my students has been taken away, and have spent the last few weeks trying to deal with that reality, personally and professionally. With no time to operate it, I am trying to develop some alternative ideas to keep it open. I have not yet told the students and we continue our plans as scheduled.

Again, thank you for serving as such a valuable resource. We would not be able to take on this special project without your guidance. We look forward to seeing you in May.

Sincerely,

Anne

Anne S. Vaden
Teacher, Program for the
Talented and Gifted

Telephone (804) 222-7030

-Submitting grant requests to area businesses and industries for additional funding for the project

-Contacting local families and civic organizations to serve as patrons of the John Rolfe Museum and Historical Research Center

In addition to the stated classified strategies, needs and requirements must be assessed as they relate to security, building codes, access, insurance, and maintenance. We will also seek further financial assistance from county administrative personnel and the Henrico County School Board.

(2) The John Rolfe Museum and Historical Research Center will not be limited to any one group. The development of programs, lessons, and activities will take in to account students of all ability levels, with certain activities especially designed for the needs of particular levels. Teachers in all disciplines and special areas will have access to the materials.

TEACHER GUIDELINES
FOR PLANNING A MUSEUM VISIT

I. Teachers play vital roles in all phases of a museum visit, thus binding museums and schools in common goals for learning. Below are suggested guidelines making a museum experience an integral part of classroom instruction.

A. Evaluate what the museum visit can do to enhance learning beyond the resources available in the school.

B. Develop objectives for the visit. Refer to broad goals listed (pg.6) when developing specific objectives.

C. Visit the museum to become familiar with the exhibits and identify the ones which best compliment your instruction.

D. Inform the museum educator of:

1. objectives for the visit
2. curriculum
3. ideas as to how the museum visit should relate to your classroom instruction
4. the needs, levels, and interests of your students.

E. Inquire as to the various programs and services available and select a program that addresses the needs above. If planned programs do not meet your curriculum needs, make suggestions as to alternative activities or special areas of focus.

F. Conduct appropriate classroom preparation in terms of knowledge you expect students to gain.

G. Relate objectives of visit to classroom instruction.

H. Discuss the following with students in preparation:

1. nature of the collection
2. purposes and functions of the museum
3. type of program in which they will be involved
4. objectives of visit
5. skills and attitudes necessary for a successful museum visit.

I. Develop appropriate follow-up in the classroom.

1. oral and written evaluations and activities
2. evaluation of student performance and participation
3. student evaluation of experience
4. "after the trip" questions related to exhibits (focus on analysis, synthesis [creative thinking], and evaluation)
5. creative products related to the museum experience for display in classroom and/or museum
6. application of skills, i.e. observation and inference, in classroom lessons.

EDUCATIONAL GOALS OF A MUSEUM VISIT

II. The following are broad goals which a teacher can use in planning a museum experience.

A. To learn how to use a museum as a resource in research.

B. To develop an understanding that knowledge exists in many different forms.

C. To understand relationships among sources of knowledge.

D. To develop inquiry skills.

E. To sharpen powers of observation and interpretation.

F. To become an active participant in the learning process.

G. To provide an aesthetic and affective experience as a necessary part of learning.

H. To develop a love of learning.

I. To broaden opportunities for research beyond secondary sources.

J. To enjoy a museum and see it as an educational institution.

Anne S. Vaden
Teacher, Program for the
Talented and Gifted
John Rolfe Middle School
Henrico County Public Schools

These sample questions present opportunities for in-depth "After the Trip" discussions, writing assignments, or enrichment. These types of questions develop critical and creative thought. They require the higher level thinking skills and can be used as a culmination to the museum visit itself or given in the essential classroom follow-up.

1. HISTORY

    a. Analysis

        -Compare (similarities) and contrast (differences) in two exhibits.
        (themes, types of objects, exhibit design, etc.)

    b. Synthesis

        -After looking at objects that help us better understand past events and people, predict possible items that you think will be exhibited in a history museum to tell about American life in the 1980's.

    c. Evaluation

        -The past is worth preserving. Support or refute that statement using what you saw and learned in the museum.

        -Based on your museum visit, how has your view of history changed?

2. ANY TYPE OF MUSEUM

    Evaluation

    Name the objects/exhibits/works of art which did the following for you:

    -Taught you the most
    -Really interested you
    -Made you think about the future
    -Produced the deepest feelings
    -Made you think of a time or event in your own life.

3. ART

    a. Analysis

        -Compare and contrast two styles of painting.

    b. Synthesis

        -Create your own work of art.....

        ...to illustrate a technique found in the museum,

...to make a social statement about life in the 1980's,

...to...(your own idea)

-Predict what you think art will be like in the twenty-first century. (consider materials, techniques, themes, etc.)

c. Evaluation

-Learning about works of art is a valuable part of your education. Based on your experience in the galleries, support that statement.

-Based on your museum visit, how has your view of art changed?

4. SCIENCES

a. Analysis

-Select two animals that live in different environments. Explain how their appearances relate to their habitats.

b. Synthesis

-Based on your observations of airplane design over the years, illustrate what you think the plane of the twenty-first century will look like.

c. Evaluation

-"Science at best provides us with questions, not absolute answers."
Norman Cousins
(found in the National Museum of Air and Space)

Explain what you think this statement means using examples of objects you saw in the museum.

-Explain what you think that statement means from the perspective of space, natural history, technology, etc.

-Based on your museum visit, how has your view of science changed?

-Of the scientific developments you found exhibited in the museum, which do you think is the most valuable to man's progress?

SUGGESTIONS FOR AN OBJECT ANALYSIS ACTIVITY

IV. Objectives for an object analysis may include:

- -Relate knowledge of period culture and life to objects in question
- -Analyze objects and render personal interpretation
- -Measure the accuracy of personal interpretation against historical data
- -Refine inquiry skills
- -Apply analytical abilities to past, present and future lifestyles
- -Learn to use sources beyond the written word for historical research
- -Discuss new attitudes acquired by studying the past through objects and evaluate in relation to life today

V. Sample questions in developing an object analysis activity may include the following examples.

Introducing Object:

- -What is the object?
- -What was its purpose?
- -How was it used?
- -Was it used in daily life or for special occasions?
- -Was it handmade/machine made?
- -What do the objects tell you about the life of its owners?
- -What might the "history" of the object have been before it was acquired by the museum?

Analyzing Object for General Conclusions:

- -With what type of person would each object be associated?
- -If using this object where might you be?
- -What might you be doing? Could you find yourself in a similar situation today? If so, what?
- -Could this object be used today? How? Available? Why or why not? In a different form?

Follow-Up:

A. Compare and contrast modern technology to these objects.

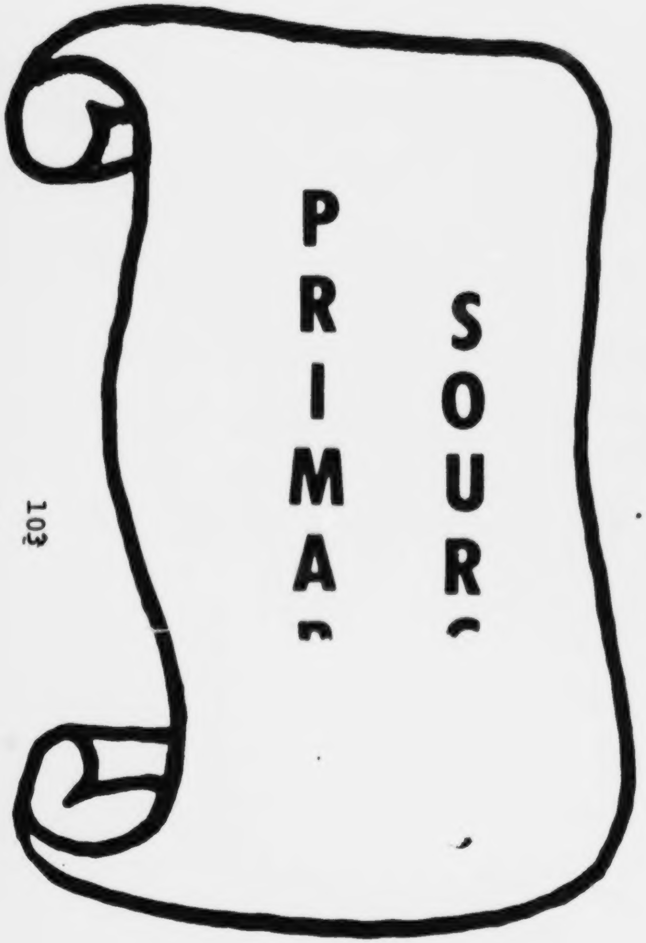
- -How are our lives similar/different?
- -Predict which objects will be the same 100 years from now.
- -Which will be different or obsolete? Explain your hypotheses.

B. By looking at the past, present, and future through objects, what broad conclusions can you draw about the needs of people in any period of time?

C. How do you feel about studying history through objects? Explain.

Look Until You Really See ....

Object, slide Art Print, etc.	Observations (what you see)	Interpretations (what you think it means)



- HISTORICAL PRINTS
- PHOTOGRAPHS
- NEWSPAPERS
- WORKS OF ART
- PORTRAITS
- DIARIES
- JOURNALS
- LETTERS
- COUNTY & CITY RECORDS
- BOOKS
- INVENTORIES
- WILLS
- DEEDS
- MAPS
- DOCUMENTS
- MEMOIRS
- PERIOD LITERATURE
- OBJECTS

PRIMARY SOURCES

- HISTORICAL PRINTS
- PHOTOGRAPHS
- NEWSPAPERS
- WORKS OF ART
- PORTRAITS
- DIARIES
- JOURNALS
- LETTERS
- COUNTY & CITY RECORDS
- BOOKS
- INVENTORIES
- WILLS
- DEEDS
- MAPS
- DOCUMENTS
- MEMOIRS
- PERIOD LITERATURE
- OBJECTS
- BUSINESS RECORDS
- ADVERTISEMENTS, BROADSIDE - POSTERS
- COURT RECORDS
- N.A. [illegible]

- SELF-DIRECTED LEARNING
- ACTIVE LEARNING
- INDIVIDUAL PERCEPTIONS
- SELF-CONFIDENCE IN RESEARCH
- IDEA PRODUCTION

- REAL WORLD OUTLETS FOR KNOWLEDGE
- DIVERSE SOURCES OF KNOWLEDGE
- COMMUNITY RESOURCES
- LOCAL MUSEUMS
- CAREERS

- HIGHER LEVELS OF THINKING & FEELING

The John Rolfe Museum
and
Historical Research Center

THE JOHN ROLFE MUSEUM STAFF
WHO WILL YOU BE?

DEPT. OF COLLECTIONS

Develop accession system
Keep record books and catalog cards
Number all objects and documents
Store all artifacts, documents, etc.
Catalog books
* Gather objects and primary sources

DEPT. OF RESEARCH AND MANUSCRIPTS

Research 17th Century English architecture
Division of Historic Landmarks Historic

Rolfe and Pocanontas in Virginia
Rolfe and Pocahontas in England
(Information to go into the exhibit)
Life in 17th Century England-people, Monarchy, arts, music, dress, literature, events, etc.
Research 17th Century life in Virginia
Research Varina History

DEPT. OF PROGRAMS AND EDUCATION

Design and write activities for small groups and classes
Select materials for use in classroom- Make inventory

DEPT.OF EXHIBITION

Design prehistoric Indian exhibit
Design 17th Century herb garden (research included)
* Construct Indian longhouse
Make reproduction artifacts
Design and draw map exhibit
Paint Jamestown mural

DEPT. OF PRESERVATION

Store decuments in archival kits and materials.

Evaluating Evidence

TEACHER	STUDENTS
1. Explain that there are two major types of sources used in historical study. These are primary and secondary sources. Discuss WHY they should know the differences between primary and secondary material. Lead questions: What does the passage of time do to memory and facts? Does it make any difference where you collect your evidence? Why? Suggested discussion: Knowing the difference in the two types of sources helps determine the relationship of evidence to the problem in areas such as: Time written Authenticity Validity Authorship Accuracy Purpose for writing Sources used Emphasize the need to evaluate sources in order to determine the most credible and relevant types of evidence.	
2. Relate these ideas through a situation relevant to the students. Based on the ideas being discussed, ask if they have any examples. Discuss that or any other examples in relation to terms listed above.	2. Might respond with a situation such as: "My grandfather kept a journal while he was stationed in England during World War II. I would rather learn about events in WW II by reading his journal than studying a textbook."
3. Ask: What do you now think primary sources are? Secondary sources? Are there advantages to each? Why or why not?	3. Should arrive at definitions similar to the following: Primary sources are written material or objects original to the

TEACHER	STUDENTS
	period and problem under study--first-hand information. Secondary sources provide or contain information derived from primary or original sources - second-hand information.
4. After discussing the two types of sources, give the students a list of examples of both types. Explain that the classification of sources can depend on the historical problem itself. Review the following example with the class. *Example:* Source: *Richmond Times Dispatch* election day issue, Nov. 2, 1976 (contains an article on Richmond politics at the beginning of the Civil War) Problem #1: What was Richmond like at the beginning of the Civil War? Problem #2: How did the *Richmond Times Dispatch* cover the Ford-Carter Presidential campaign and election? Is the newspaper a primary or secondary source for each problem? Emphasize: "You see from this example that the same source can be *both* a primary and secondary source, *depending* on the problem.	4. Should respond: Problem #1 - Secondary Problem #2 - Primary
5. Based on the same two problems, now direct the class to classify the sources listed on the Activity Sheet, "What Are Primary and Secondary Sources?"	

TEACHER	STUDENTS
6. After students complete both classifications, review the answers in class. Then call to their attention the differences in classification, again emphasizing those differences in the type of source depending on its relationship to the problem under study.	
7. Point out that most evidence has a slanted view. Ask what a researcher must consider when using primary and secondary sources?	7. In discussing what an historian must consider in using sources, students might suggest: Distinguish fact from opinion, weed out bias, be aware of emotion, and appraise the influence of each in a given source. Also consider for whom the writing is intended, as well as the incomplete view of an excerpt taken from a larger work.
8. Hand out student Activity Sheets, "Evaluation of Sources." Using the ideas mentioned above and the examples on the Teacher Reference Sheet, Separating Fact From Opinion," evaluate paragraphs through class discussion in order for students to practice evaluative skills.	
9. "How often do you, as students, have the opportunity to use primary sources and dig into history to find your own answers? Now is your chance, so let's make the most of it and find out what life was really like in pre-Civil War South!"	

Study the list of sources below and catagorize each as either a primary or secondary source for each problem. If the source does not relate to the problem, leave the space blank.

SOURCES	PROBLEM #1 What was Richmond like at the beginning of the Civil War?	PROBLEM #2 How did the Richmond Times Dispatch cover the Ford - Carter campaign?
Civil War diary		
Traveler's journal of visit to South, 1850's		
Your history textbook account		
Letter from campaign headquarters concerning press coverage		
Property deed for 1861 business		
Interview with present Richmond Times Dispatch Editor		
Richmond Times Dispatch, November 1, 1860		
A spinning wheel, ca. 1850		
A modern historian's account of Richmond's selection as Capital of the Confederacy		
Book on history of Richmond politics © 1977		
Richmond Times Dispatch, November 1, 1976		
Records of a Richmond church, mid-1800's		

SOURCES	PROBLEM #1 What was Richmond like at the beginning of the Civil War?	How did the *Richmond Times Dispatch* cover the Ford - Carter campaign?
Inventory of a Richmond home, 1860		
Magazine survey of elec-coverage of Virginia newspapers, 1976		
1979 interview with Richmond historian on buildings still in use since the 1850's		
Richmond print, 1858		
Civil War Times Illustrated, June 1977		
1976 article by *Richmond Times Dispatch* political writer on the history of political views of that paper		

Study the list of sources below and catagorize each as either a primary or secondary source for each problem. If the source does not relate to the problem, leave the space blank.

SOURCES	PROBLEM #1 What was Richmond like at the beginning of the Civil War?	PROBLEM #2 How did the Richmond Times Dispatch cover the Ford - Carter campaign?
Civil War diary (1860-1865)	primary	--------
Traveler's journal of visit to South, 1850's	primary	--------
Your history textbook account	secondary	secondary
Letter from campaign headquarters concerning press coverage	--------	secondary
Property deed for 1861 business	primary	--------
Interview with present Richmond Times Dispatch Editor	secondary	primary - 1976 Editor secondary - 1981 Edit
Richmond Times Dispatch, November 1, 1860	primary	--------
A spinning wheel, ca. 1850	primary	--------
A modern historian's account of Richmond's selection as Capital of the Confederacy	secondary	--------
Book on history of Richmond politics © 1977	secondary	secondary
Richmond Times Dispatch, November 1, 1976	(secondary if article about above)	primary
Records of a Richmond church, mid-1800's	primary	--------

SOURCES	PROBLEM #1 What was Richmond like at the beginning of the Civil War?	How did the Richmond Times Dispatch cover the Ford - Carter campaign?
Inventory of a Richmond home, 1860	primary	--------
Magazine survey of elec-coverage of Virginia newspapers, 1976	--------	secondary
1979 interview with Richmond historian on buildings still in use since the 1850's	secondary	--------
Richmond print, 1858	primary	--------
Civil War Times Illustrated, June 1977	secondary	--------
1976 article by Richmond Times Dispatch political writer on the history of political views of that paper	--------	primary

NOTES:

1. The dates, "1860-1865," have been added after the source, "Civil War diary." These dates do not appear on the students' sheets, but may be helpful for the teacher to add for purposes of discussion.

*** 2. The answers on this KEY SHEET are suggested answers. Some of the sources are difficult to label as definitely primary or secondary. Interpreted differently, a source could be either primary or secondary. Let the students brainstorm, give their suggestions, and defend their choices. If a student can logically defend his choice, his answer must be accepted as correct for him. (See Evaluating Evidence under Activity #1.)

ASSEMBLING, ARRANGING AND ANALYZING EVIDENCE IN HISTORICAL RESEARCH

or

"Fitting the pieces of the past together!"

Historical Question:

Question: ____

____

____

____

Source	Topics/Chronology, etc.		

TESTING YOUR SOURCES FOR EVIDENCE: List any evidence you find that supports your hypotheses under the column of the source you are using.

YOUR HYPOTHESES:	Map	Newspaper	Green Mount	Music
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

BOATS, SHIPPING, &c.

STEAM WEEKLY BETWEEN NEW YORK AND LIVERPOOL, landing, and embarking passengers at ...TOWN, (Ireland.) The Liverpool, New York and Philadelphia Steamship Company intend ...tching their full powered Clyde-built ...mships as follows:

MANCHESTER, SATURDAY, May 11.
BALTIMORE, SATURDAY, May 18.
[illegible], SATURDAY, May 25.
...y Saturday, at noon, from Pier 44, ...

RATES OF PASSAGE

...in..........$75 | Steerage............$30
...to London 80 | Do. to London.... 33

...turn Tickets, good for six months, $1[illegible]. ...ers forwarded to Paris, Havre, Hamburg, Rotterdam, Antwerp, &c., at reduced fares.

...sons wishing to bring out their friends ...tickets here at the following rates, to ...: From Liverpool to Queenstown, First ..., $75 and $105. Steerage from Liverpool ...Queenstown $30.

...eamers have superior accommodations ...gers, and carry experienced surgeons. ...built in water-tight iron sections, and ...t Fire Annihilators on board.

...further information, apply at the Company's ...

JOHN G. DALE, Agent,
15 Broadway, New York; or,
W. BELL, Agent, Richmond.

SUMMER ARRANGEMENT.—TO PORTSMOUTH AND NORFOLK.—The Steamer CURTIS PECK, ...pt. Jno. M. Freeman, will, on and after ...day, April 1st, leave the Wharf at ...regularly every MONDAY, WEDNESDAY and FRIDAY MORNINGS, for the above ..., 6 o'clock precisely, leaving NORFOLK ...nate morning (except Sunday) at the ..., 6 o'clock, and touch at all the regular ...on the River, going and returning. ...to Portsmouth or Norfolk, $2.50; Meals ...ts. each. ...taken as usual; but all goods sent to be ...the River must be paid for when sent ...the Boat, and will not be responsible for ...age or loss after delivering it on the ...which it is directed.

D. O. HASKINS.

STEAMSHIPS JAMESTOWN AND YORKTOWN.—The ROANOKE has been withdrawn from the line between RICHMOND and NEW YORK. ...MESTOWN, Captain Skinner, and the ...WN, Capt. Parrish, will continue their ...ips between the two places, stopping at ...ach way. They will leave New York ...every TUESDAY and SATURDAY, ...at 3 o'clock. Returning, they will ...mond for New York every TUESDAY ...AY, at 4 P. M.

...to New York, including meals and ...accommodations, only $10. Steerage ...ly $6.

...ther information apply to the undersigned.

LUDLAM & WATSON,
Opposite Steamers' Wharves.

COX'S LINE.—FREIGHT ...BOATS TO LYNCHBURG THREE TIMES A WEEK—TUESDAYS, ...AND SATURDAYS.

...CHANT, Capt. Thos. T. Emery.
...Capt. L. Mayo.
...VIA, Capt. H. W. Ott.
...Capt. J. W. Stratton.
...Capt. W. H. Parsons.
——, Capt. ——.

...are all of the first class, commanded ...Captains and hands, and leave promptly ...ertised. For freight, apply to

GUY & COX, Agents,
At Cox's shed, Dock street.

BOOTS, SHOES, &c.

GREAT REDUCTION IN THE PRICE OF HATS AND BOOTS.—...om 15 to 20 per cent. saved by buying from J. H. ANTHONY, Columbian Hotel building. ...Hats of best quality, $3 50; do. second ...; fashionable Silk Hats, $2 50; fine calf ...ed Boots, $3 50; Congress Gaiter Boots, ...e calf skin sewed Shoes, $2 25. ...THONY has made arrangements with ...boot makers in the city of Philadelphia ...im with handsome and substantial calf ...BOOTS, which he will sell at the unusual low price of THREE DOLLARS AND ...

TRUNKS, BONNET BOXES, VALISES, CARPET BAGS, &c., selling cheap at

G. HELLER & CO.'S,
103 Broad street.

SPECIAL NOTICE—BOOTS AND ...ES AT OLD PRICES.—G. HELLER & CO. respectfully inform their customers, and the public in general, that ...raised the prices on any of their ..., having a large assortment, and all ...stock on hand. They respectfully ...from all before the purchase of elsewhere.

...large variety of all kinds of Trunks, ...ets, Valises, &c., at low prices, at

G. HELLER & CO.'S
Boot and Shoe store, 103 Broad st.

...ING AND SUMMER STOCK ...OTS, SHOES, &c.—I have now in store ...ock of Spring and Summer Goods, ...prising a handsome assortment of all ...most fashionable styles for ladies, ...men, boys, and children, to which ...attention of the public.

JOHN C. PAGE, Jr.,
79 Main street.

...STILL SELLING LADIES' ...GAITERS and LACED ...

...at G. HELLER & CO.'S,
...3 Broad street, between 8th and 9th.

TRAVELERS' GUIDE.

RICHMOND AND YORK RIVER RAILROAD.—Persons travelling on business of the State will be passed free only when exhibiting a permit, signed by the proper authorities, which will be retained by the Conductor.

my 1—3t R. H. TEMPLE, Sup't.

NOTICE.—No troops or individuals, nor any munitions of war or supplies, will be transported over any part of this road, on account of the State, or of the Confederate States, without an order for such transportation from the State or military officer authorised to contract for the same.

SAM'L RUTH, Sup't.
Office R., F. & P. R. R. Co., Richmond, May 1, 1861. my 1—1m

RICHMOND AND DANVILLE RAILROAD.

NOTICE TO INDIVIDUALS CLAIMING FREE PASSAGE OVER THE ROAD ON BUSINESS OF THE STATE. All such persons are hereby notified that before they will be passed free, they must furnish the Conductor with a permit from some duly authorized person, certifying that they are travelling on business of the State. The permit will be retained by the Conductor.

CHAS. G. TALCOTT,
my 1—1m Supt. R. & D. R. R.

NOTICE TO INDIVIDUALS WHO PROPOSE TO PASS ON STATE BUSINESS ON THE VIRGINIA CENTRAL AND ORANGE AND ALEXANDRIA RAILROADS.—Although the Virginia Central and Orange and Alexandria Railroad Companies intend to continue, as they have done heretofore, not to ask prepayment for the passage of any troops destined for the service of the State, it will be expected that individuals professing to travel on the business of the State will procure a permit or certificate from some properly authorized person, to be exhibited to the conductors.

THOS. DODAMEAD,
Gen'l Supt. Va. Central Railroad.
H. W. VANDEGRIFT,
ap 30—tw Gen'l Supt. O. & A. Railroad.

GEN'L SUPT.'S OFFICE VA. CENT'L R. R., Richmond, April 20, 1861.

THE PASSENGER TRAINS will commence running regularly on MONDAY next.

THOS. DODAMEAD,
ap 20—1t General Sup't.

VIRGINIA CENTRAL RAILROAD—CHANGE OF HOURS.—The MAIL and PASSENGER TRAINS leave RICHMOND daily, except Sundays, at 6 A. M.

In consequence of injury to the road by high water, near Hanover Court-House, Passengers will take the Cars of the R., F. & P. R. R. to the JUNCTION, where they take the Central Trains.

THOS. DODAMEAD, General Sup't.
Gen'l Supt's Office Va. Cen. R. R., Richmond, April 16, 1861. ap 17—1m

OFFICE RICH'D & PET'G R. R. CO., Richmond, Nov. 29th, 1860.

ON AND AFTER MONDAY, the 3rd day of December, the TRAINS on this Road will run as follows:

TRAINS LEAVE RICHMOND FOR PETERSBURG.
Express daily, (except Sundays,) at.... 6 00 A. M.
Accommodation, (tri-weekly) Monday, Wednesday and Friday, at.............. 9 00 A. M.
Mail daily, at.............................. 3 45 P. M.
TRAINS LEAVE PETERSBURG FOR RICHMOND.
Express daily at............................ 5 00 A. M.
Accommodation (tri-weekly,) Monday, Wednesday and Friday, at.............. 6 00 A. M.
Mail daily, (except Sundays,) at......... 3 15 P. M.

de 3—1m THOS. H. WYNNE, Superintendent.

TRAVELERS TO THE NORTH.—1861. NORTHERN CENTRAL RAILWAY.—Trains leave Calvert Station, Baltimore, daily, (except Sunday,) at 9 30 A. M., and at 8.30 P. M., for Niagara Falls, (fare only ten dollars,) Buffalo, Elmira, Oswego, Toronto, Hamilton, all parts of Western New York and Canada, for Detroit, Chicago, Cincinnati, St. Louis, and all parts of the West, Northwest and Southwest.

Travelers can go to Detroit, Chicago, Milwaukie, &c., via Niagara Falls, at the same cost as by any other route.

A new route to New York is now open by this Road, via Harrisburg and Jersey City, with only one change of cars. Fare, $6. Take the 9.30 A. M. train and go through by daylight, over first-class Roads and through a beautiful country. Try it.

☞ Buy tickets only to Baltimore.

JAS. C. CLARKE, Sup't.
JOHN T. BIGNEY, Assistant Sup't. je 12—1y

NOTICE TO PASSENGERS 1861. GOING NORTH.—NEW ARRANGEMENT.—IMPORTANT TO TRAVELERS.—THROUGH TICKETS AND THROUGH CHECKS.—GREAT NORTHERN ROUTE.—Carrying the great United States Mail. Twice daily, (Sunday night excepted) between Richmond, Alexandria, Washington, Baltimore, Philadelphia, New York, and all important points West, via Aquia Creek and Washington, over the Richmond, Fredericksburg & Potomac Railroad, to the Potomac river, 75 miles, and by splendid and comfortable steamers thence to Washington, 55 miles—in all 130 miles in seven hours, being a comfortable and perfectly safe rate of speed.

Hours of departure: 6 30 A. M. and 7 P. M.

BAGGAGE, under charge of Special Agents, CHECKED THROUGH to Washington, Baltimore, Philadelphia and New York.

THROUGH TICKETS can be secured to the following points, viz: Baltimore, Philadelphia, Cincinnati, Columbus, Indianapolis, Cairo, Dayton, Jeffersonville, Rock Island, Zanesville, Wheeling, New York, St. Louis, Chicago, Pittsburg, Louisville, Dunkirk, Newark and Vincennes.

Passengers breakfast and sup at Ashland, and dine on board the comfortable steamer between Aquia Creek and Washington.

Persons wishing to obtain tickets for servants for Washington city and points further North, must, in

APOTHECARIES, &c.

J. W. FRAYSER,
APOTHECARY AND DRUGGIST,
[illegible], between Grace and Broad Streets,
Richmond, Va.,

Dealer in Drugs, Medicines, Chemicals, Fancy Articles, Toilet Soaps, Perfumery, &c. Also, Paints, Oils, Dye-stuffs, Burning Fluid, Kerosene Oil, Alcohol; Garden and Flower seeds, Cigars, Snuff and Tobacco, of various brands, Brushes, Combs, &c., all the popular Patent Medicines of the day, and all other articles usually kept in Drug stores, which will be sold on the most reasonable terms.

Physicians and others can rely on having their PRESCRIPTIONS CAREFULLY and ACCURATELY compounded at all hours of the DAY and NIGHT.

J. W. FRAYSER, Druggist,
mh 13 11th street.

E. T. ROBINSON, GRADUATE OF THE PHILADELPHIA COLLEGE OF PHARMACY, (successor to Laidley & Robinson,) Fourth and Franklin streets, Richmond, has in store a large, fresh and well-selected stock of Medicines, Chemicals, Perfumery, Fancy Articles, &c., which he offers at low prices. Strict personal attention will be given to all the departments of the business.

Orders for shipment will be promptly attended to and most carefully packed. oc 27

JOHN W. GARLICK, M. D.,
APOTHECARY AND DRUGGIST,
Market Place, Franklin St.,
Richmond, Va.

DRUGS, MEDICINES, PAINTS, OILS, WINDOW GLASS, VARNISHES, DYE-STUFFS, FANCY ARTICLES, &c.

PROPRIETOR AND MANUFACTURER OF SEMPLE'S INFALLIBLE BAKING POWDER.

NEW DRUG STORE.

ROBERT W. POWERS,
APOTHECARY AND DRUGGIST,

Begs leave to inform his friends and the public that he has taken and re-fitted in a new and handsome style, the store formerly occupied by J. B. Wood, and more recently by C. S. Dawson, No. 46, corner Main and Wall streets, one door above the St. Charles Hotel, Richmond, Va., and has just opened with an entirely new stock of

DRUGS, MEDICINES, CHEMICALS, FANCY and TOILET ARTICLES, PERFUMERY, &c.,

Comprising every article usually kept in his line, selected in person by himself, with especial reference to their freshness, purity, and entire reliability.

Physicians will find his stock of DRUGS, CHEMICALS, STANDARD PHARMACEUTICAL PREPARATIONS, SURGICAL INSTRUMENTS, &c., very complete, embracing many new and desirable articles.

Prescriptions carefully compounded at any hour of day or night.

☞ Orders promptly attended to.

oc 5—1m ROBT. W. POWERS.

PURCELL, LADD & CO.,
WHOLESALE DRUGGISTS,
No. 122, corner of Main and 13th Streets,

Dealers in DRUGS, MEDICINES, INDIGO, MADDER and other DYES, WINDOW GLASS, PAINTS, OILS, BURNING FLUID, KEROSINE and COAL OILS, &c., &c.,

Comprising a large and general assortment of Goods in their line, which we offer to Merchants and others very low for cash, or on time to strictly punctual customers.

PURCELL, LADD & CO., Druggists,
Corner Main and Governor streets,
mh 21 Richmond.

FIRST-CLASS MEDICINES.

MEADE & BAKER,

PHARMACEUTISTS AND DEALERS OF PURE AND RELIABLE MEDICINES, CHEMICALS, PHARMACEUTICAL PRODUCTS, Surgical Instruments and Appliances; Medicine Chests for planters, families and travelers; Physicians' Saddle Bags, London Elastic Stockings, Trusses and Supporters; Porte-Monnaies, Combs, Brushes, Toilet Mirrors, first quality Perfumery, Pomades and Soaps, Mineral Waters, bottled at the springs, Medicinal Wares and Apparatus; Magnetic Machines, &c., all of the best quality and at the lowest rates.

MEADE & BAKER,
126 Main st., corner above Post-Office,
de 29 Richmond, Va.

JOSEPH LAIDLEY,
CHEMIST,
GRADUATE OF PHARMACY,
(Late Laidley & Robinson,)
Main and Fifth Streets, Sign of the Red Mortar,
RICHMOND, VA.,

Manufacturer of and Dealer in pure and reliable MEDICINES, selected and prepared by himself, expressly for physicians', plantation and family use. All new and rare Remedies, pure Chemicals and Pharmaceuticals, Medicine Chests, Saddle Bags, Surgeons' Instruments, Implements, &c., at manufacturers' prices.

Bandages, Braces, Supporters, Trusses, London Elastic and Laced Stockings.

Perfumery, Soaps, Brushes and Combs, of all kinds, Fancy Goods, pure Spices, pure White Kerosine Oils, Oils of all kinds, Burning Fluid, Paints, Glass, Dye Stuffs and Varnishes.

Prime Smoking and Chewing Tobacco, genuine Havana Cigars.

Pure Medical Brandy, Wines and Whiskey.

Flavoring Extracts for Cooking, Cooking Wines, and all other articles kept in a first-class Drug Store, and on as good terms as similar articles can be bought for, either North or South. mh 6

FALL TRADE. 1861.

W. PETERSON & CO., WHOLESALE DRUGGISTS AND DEALERS in Indigo, Spices, Madder, Logwood, Bi. Carb. Soda, Starch, Sal Soda, Tobacco, Snuff, Cigars, Nutmegs, Salad Oil, Saltpetre, Sponges, Saleratus, Flor Sulphur, Copperas, Brimstone, Alum, Cochineal, White Lead, Zinc Paint, Linseed Oil, Colors, Paraffine Oil, Tanner Oil, Lard Oil, Castor Oil, Tonqua Beans—invite the attention of merchants visiting Richmond, to an examination of their stock, which, is

HOTELS.

EXCHANGE HOTEL,
HARRISONBURG, VA.

DR. WILLIAM WILLIAMS, Proprietor.
F. H. WOODWARD, Superintendent.

This House, pleasantly situated, is in every respect a FIRST CLASS HOTEL, and is now ready for the reception of all who may visit the Valley. It is especially a desirable stopping place for those who pass to and from the Watering Places in this vicinity. The House and Furniture are both entirely new, and the Rooms large and comfortable and handsomely furnished.

TERMS:

Board, (including room, &c.,) per day...... $1 [illegible]
" " " per week...... 7 [illegible]
" " " per month..... 25 [illegible]

mh 1—[illegible] Jy16

VIRGINIA HOTEL,
STAUNTON,
VIRGINIA.

The VIRGINIA HOTEL so extensively known to the travelling public as one of the very best Hotels in the State, is now owned solely by Messrs. WM. H. & THOS. P. PEYTON, who will devote their whole attention to the purpose of sustaining, if possible, the high reputation which it at present sustains, and will leave no exertion unemployed to render their guests satisfied and comfortable. The recent additions put to this establishment enable the proprietors to accommodate a much larger number of guests than formerly. The whole building, in the interior and exterior, has been recently REFITTED and PAINTED, and looks now GOOD AS NEW.

The proprietors have secured the services of Mr. WM. D. GILKESON, Sr., an experienced landlord, and formerly of the Taylor Hotel, Winchester, as SUPERINTENDENT, who will pay every attention to those stopping at the Hotel. Capable and faithful servants are also provided to secure the comfort of guests. The table will continue, as heretofore, to equal that of any hotel in the State.

Connected with the Hotel are extensive STABLES, under the management of BYERS & CO., well known for their experience and efficiency in this department. Horses will be taken on livery, and Horses, Buggies, and Hacks will be afforded to guests on reasonable terms.

The Proprietors are well prepared to accommodate families who wish to spend the Summer months in this healthy portion of the State.

This Hotel is well furnished, and contains as good and comfortable bedding as any house in the State.

In this Hotel there are two of Fielding's new and excellent marble-bedded, and patent-cushioned BILLIARD TABLES. New and comfortable BATHING ROOMS have just been neatly fitted up.

WM. H. PEYTON, who has been so long connected with this Hotel, will devote his whole attention to the accommodation of the guests. He is thankful for the liberal patronage heretofore bestowed, and would respectfully ask a continuance of the same.

WM. H. PEYTON, } Proprietors.
THOS. P. PEYTON, }

N. B.—The office of all the STAGE LINES is at this House, also, the office of ADAMS & CO.'S EXPRESS.

WM. H. PEYTON & BRO.
Staunton, March 18, 1861. ap 11—tf

SPOTSWOOD HOTEL,
RICHMOND, VA.

This new HOTEL, at the corner of Main and 8th streets, just finished and elegantly furnished, is now open for the accommodation of guests.

The location is the best in the city and every effort will be made to please the patrons of the House.

I have secured the services of Mr. T. W. Harrison, late of the Everett House, New York.

no 8—1y JOSEPH H. CRENSHAW.

MEDICAL HOSPITALS.

HOSPITAL OF THE MEDICAL COLLEGE OF VIRGINIA.—This Hospital, erected by the liberality of the State, at a cost of more than $30,000, is now completed, and open for the reception of patients. It is admirably adapted by its plan for the accommodation of the sick, and is furnished with every convenience requisite for their comfort and successful treatment. Its situation, on Marshall street, east of 12th, immediately adjacent to the Medical College, while retired and airy, is at the same time central, and convenient of access from all parts of the city.

The patients are under the immediate charge of the Professors of the College, (who make daily visits,) assisted by a competent Resident Physician.

All persons requiring Medical or Surgical treatment are admitted, except the Insane, and those laboring under SMALL-POX AND OTHER INFECTIOUS DISORDERS.

[illegible] WOMEN, both white and colored, receive special care and attention.

CHARGES,
Including Board, Medical Attendance, &c.:
White patients..........$6 per week.
Slaves .... 5 " "

And at the same rate for fractions of a week.

For less than one week, $1 per day, up to the charge for a full week.

Several neatly furnished PRIVATE ROOMS have been provided for those desiring separate accommodations. The charge for these will vary from $8 to $15 per week.

For surgical operations, a fee ranging from $5 to $50 will be required, in addition to the above weekly rates.

☞ *All charges payable on the removal of the patient.*

A limited number of beds placed at the disposal of Charitable Associations, at $100 per annum, payable semi-annually, or at a corresponding rate for six months.

Patients conveyed to or from the Hospital in a suitable vehicle, provided expressly for the purpose.

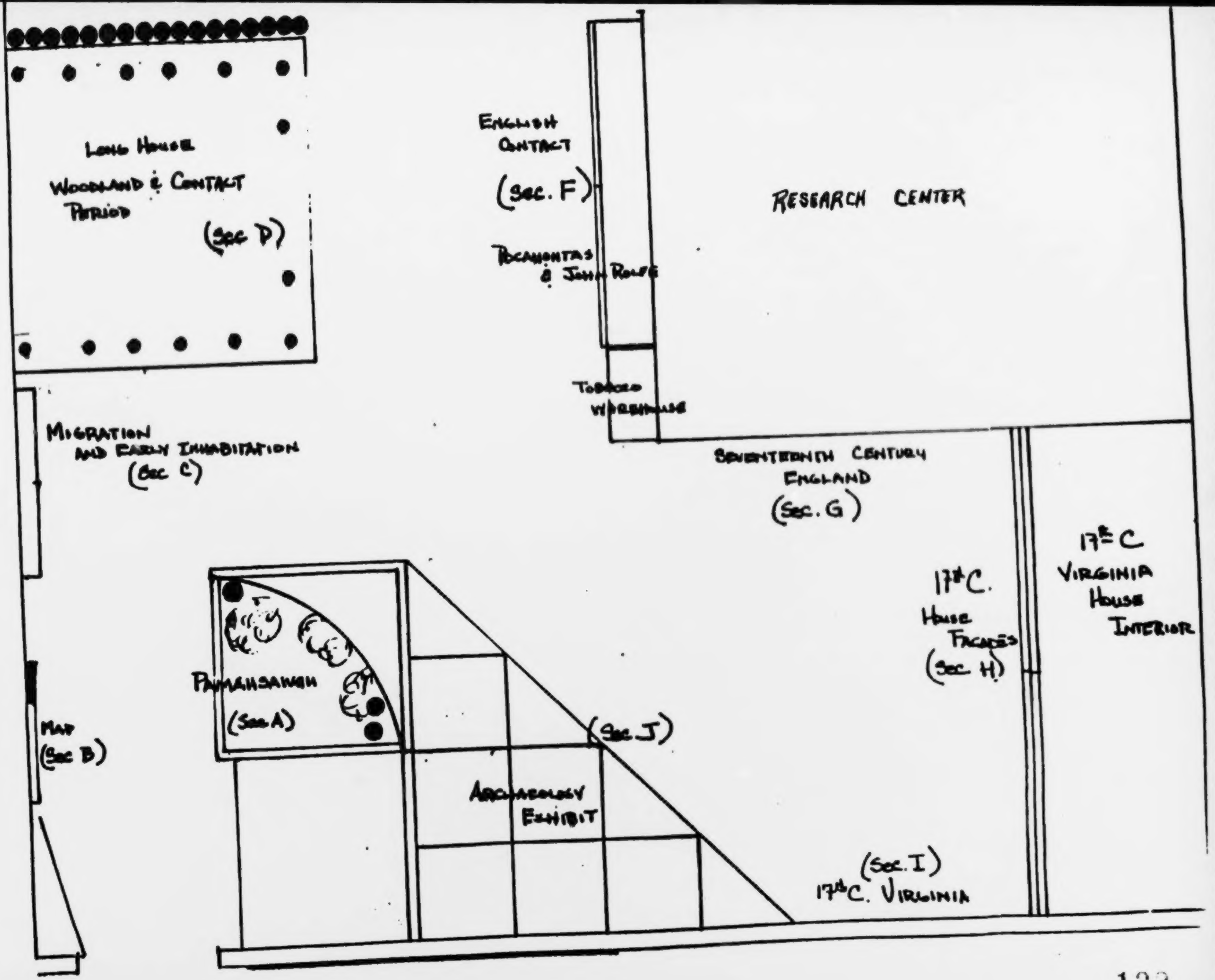
Citizens and strangers are invited to visit the Hospital, and inspect its arrangements.

President—Dr. L. S. JOYNES.

Attending Physicians—Drs. TUCKER, CON-

CLASSIFICATION CHART

	Industry	Businesses	Occupations	Transportation	Religion	Entertai & Recrea
RICHMOND MAP, 1861-1865						
RICHMOND TIMES DISPATCH CLASSIFIED ADS, MAY 7, 1861						


LONG HOUSE
WOODLAND & CONTACT PERIOD
(SEC D)
ENGLISH CONTACT
(SEC. F)
POCAHONTAS & JOHN ROLFE
TOBACCO WAREHOUSE
RESEARCH CENTER
MIGRATION AND EARLY INHABITATION
(SEC C)
SEVENTEENTH CENTURY ENGLAND
(SEC. G)
17th C. HOUSE FACADES
(SEC. H)
17th C VIRGINIA HOUSE INTERIOR
PAWAHSAWEH
(SEC A)
MAP
(SEC B)
(SEC J)
ARCHAEOLOGY EXHIBIT
(SEC. I)
17th C. VIRGINIA

Dear Debra,

How would you like some very young teachers to bring your students interesting lessons and activities on thinking skills and museums? Let me explain. For the past five years, I have spent a good part of first semester helping the sixth grade TAG students develop analytical and creative thinking skills, become aware of the diversity of sources, and learn research skills. Museums lend themselves to all of these goals, and our Smithsonian trip in December was to enable the students to apply the skills they had learned here in class, actually use objects to gain knowledge, and to become more aware of the exciting learning benefits of exhibits and objects. Students selected from the areas of history, science, or art and focused their classroom preparation and museum experience on that chosen interest. Several of the specific objectives of this study include:

-to understand that knowledge exists in many forms
-to develop inquiry and questioning skills
-to improve critical and creative thinking skills
-to sharpen powers of observation and interpretation
-to become an active participant in the learning process
-to provide a personal aesthetic and emotional experience as part of the learning process
-to broaden opportunities for research beyond secondary sources
-to apply skills to local museums and
-to share knowledge with other students in a meaningful way.

Each year I work to improve this study, and in accordance with one of the overall TAG goals to develop meaningful outlets for the knowledge they gained, I would like for the 6th grade TAG students to work with some of your students. What could be more meaningful than having them share what they learned with their peers and incorporating TAG into your classes? It is so important for the TAG students to realize how to use what they have learned in many different and personal settings. In addition to learning how to use various thinking skills to interpret types of sources, they have contacted local museums- visiting, calling and writing, and gathered a wealth of information on what's available in our area.

The 6th grade TAG students are now busy developing ideas for lessons. They have brainstormed many learning activities they think students would like and have come up with extended activities for your students as well as additional outlets for themselves. They have been learning the sequence of a good lesson and fitting their ideas into that process.

Telephone (804) 222-7030

They are working in groups of two or three and I think would be comfortable working with a group of 8-10 of your students at a time. If you would like to involve some of your students in this special opportunity, please respond on the attached form. Since the number of 6th grade TAG students is relatively small, there is no way to extend this opportunity to all of your students. I wish there were! I might suggest that you and your team teacher work together on which of your students will be involved. Please see us before you inform the students so we can be sure that there are enough teaching groups to go around.

The lessons will be conducted in our museum. The general time frame we have in mind is the end of January and the beginning of February. If my students work with your group, I will talk with you about specific plans. If Judy's do, she will get with you. Judy, the students, and I thank you for joining us in this unit.

Sincerely,

1 Group ~~Nancy, Kellie & Chiquita~~ [illegible]

2nd " Amy and Julie ✓ ✓ Richelle ✓

TUES. 2/9 4th WED 2/10 4th

D. Fleisher
Teacher

If you would like to lend us a few of your students for a "museum lesson," please indicate that desire below by completing each section.

✓ Yes, I would like for some of my studetns to participate in a TAG museum lesson. actually I would like for all of my students to participate. We can divide them into small groups.

(Social studies) (4) Periods I prefer. (Please give 1st, 2nd, 3rd choices. The time will depend on the release of the TAG students doing the teaching.)

1st PER. Rai & Jamie

" 2nd Per. Nancy, Kellie & Chequita
FRI. 2/12

JOHN ROLFE MIDDLE
TAG
Gnothi Seauton... [illegible]

Dear

In the last month, we have watched our enthusiastic 6th grade students actually "develop into teachers." They have taken what they learned at the various Smithsonian museums, combined that with their interests, applied analytical thinking skills, added a "sales pitch" for museums as fun places to learn, and created their own lessons. We are excited about what their creative minds have produced, and we hope your students will enjoy the experinece.

As a follow-up to your agreeing to lend us some of your students to "be their students," we have developed a teaching schedule. Your time is :

Period________________

Date________________

Would you please select 10 from your class to participate and send us those names by Monday? On your given day and period we will come to your room and take your group to the museum for their lesson.

We hope that your students will gain from and enjoy their "new teachers!" They are certainly excited about it. Many thanks for your cooperation and help!

Sincerely,

Anne

JOHN ROLFE MIDDLE
TAG
"Gnothi Seauton..."

Dear

Earlier I gave you a letter concerning the 6th grade TAG students teaching other 6th grade students. The purposes of their lessons are to get others interested in using and enjoying museums and developing critical thinking skills through objects and visual experiences. The TAG students have been working dilegently to plan and develop their lessons and activities, and they are excited about this opportunity. We have scheduled them for the periods requested by the teacher. Would you please excuse the following students from your class to teach their lessons in the museum. They will be expected to make up their work. Thank you for your help as we encourage our students to spread cheer, spread knowledge, and apply their newly learned skills as "budding teachers!"

Sincerely,

Anne

SAMPLES OF DEVELOPED ACTIVITIES

WHY DO WE HAVE MUSEUMS?

Museum Functions- A Scavenger Hunt

Museums are special places to go to learn and to have fun! When you visit you can see a lot of what a museum does and a lot of what it has. There is even more, however, that goes on "behind the scenes." In this activity you will find out more about museums and what they do--and we will use our own John Rolfe Museum to do it.

Below are listed 5 major functions of a museum and what those functions mean. Your mission is to find each star in our museum. Each star is evidence of one of those functions. Figure out which function each example represents and list it under that museum function/purpose.

As you find examples of each in the John Rolfe Museum, note them below:

COLLECTING (adding items to the museum's collection)

EXHIBITING (displaying)

PRESERVING (protecting the objects)

RESEARCHING (one ex: checking to see if an object is authentic)

INTERPRETING (finding ways for the public to understand the meaning of the objects; helping people learn new information......)

SUGGESTIONS FOR AN OBJECT ANALYSIS ACTIVITY

IV. Objectives for an object analysis may include:

- -Relate knowledge of period culture and life to objects in question.
- -Analyze objects and render personal interpretation.
- -Measure the accuracy of personal interpretation against historical data.
- -Refine inquiry skills.
- -Apply analytical abilities to past, present and future lifestyles.
- -Learn to use sources beyond the written word for historical research.
- -Discuss new attitudes acquired by studying the past through objects and evaluate in relation to life today.

V. Sample questions in developing an object analysis activity may include the following examples.

Introducing Object:

What is the object?
What was its purpose?
How was it used?
Was it used in daily life or for special occasions?
Was it handmade/machine made?
What do the objects tell you about the life of its owners?
What might the "history" of the object have been before it was acquired by the museum?

Analyzing Object for General Conclusions:

With what type of person would each object be associated?
If using this object where might you be?
What might you be doing?
Could you find yourself in a similar situation today? If so, what?
Could this object be used today? How? Available? Why or why not? In a different form?

Follow-up:

-Compare and contrast modern technology to these objects.

How are our lives similar/different?
Predict which objects will be the same 100 years from now.
Which will be different or obsolete? Explain your hypotheses.

-By looking at the past, present, and future through objects, what broad conclusions can you draw about the needs of people in any period of time?

-How do you feel about studying history through objects? Explain.

Questions! Questions!

Along with many other sources you might use (such as newspapers, diaries, letters, records and documents, works of art, books, buildings, nature, etc.) to find out what life was like at a particular time and place, YOU can study objects or artifacts. If the objects are authentic and not reproductions, you can really touch the past!!! Perhaps the best way to get the full meaning of an artifact is to ask yourself some questions about it!

What is the object?

What was its purpose?

How was it used?

Where could it have been used?

Was it used in daily life or for special occasions?

Was it handmade or machine-made?

Who would have used this object?

What does the object tell you about the life of its owner(s)?

What might the "history" of the object have been before it found its way into someones attic or a museum? Create a short story around its life and use!

Classification Chart

A. After discussing hypotheses as what life might have been like in the time period or special situation related to objects being studied, classify each of the activities and fill in one category for each column. Several examples are given below to give you a start.

B. After completing Activity Three (Observations) and Activity Four (Interpretations), continue your investigation of the objects by classifying each of them under the categories you wrote earlier.

Communication	Decorative Items	Entertainment								

Activity Three

Observation and Identification Chart

A. Using your five senses, find out as much about the objects as you possibly can!

Object #	Color	Shape	Materials Used	Feels Like (Textures)	Sounds Like	Smells Like	Tastes Like (If applicable)	What do you think the object is?

KNOWLEDGE: IT'S ALL AROUND US!!!

JUST OBSERVE AND INTERPRET!

	Exhibit #1	Exhibit #2	Exhibit #3	Exhibit #4	Exhibit #5
Now that you have grouped things that you think go together, what would you call each category? (CLASSIFICATION)	Art	Natural Sciences	Artifacts	Written documents/ Primary Sources	Architecture
List the types of sources in each category					
Select from each category one object that interests you. (EVALUATION)					
Describe it in as much detail as you can. Use your five senses; (ANALYSIS/OBSERVATION)					
What kinds of information can each one give you? What can it tell you about where it came from, who used it, people's lifestyles,etc? (INTERPRETATION)					

galleries. Use as museum trip preparation or as a way of bringing exhibits into the classroom.

Name ____________________

SLIDE PROGRAM: "How to Use a Museum
As a Resource"

1. Slides from the AMERICAN HISTORY MUSEUM, Smithsonian Institution
   - A. Philadelphia Market Scene--18th Century (1700's)
     1. Write down everything you see in this scene.

     2. Make 2 "educated guesses" (hypotheses) about life in Philadelphia during the 18th cen. based on what you have observed in #1.
        - a.
        - b.

     3. I could prove the truth of my hypotheses by...

   - B. Complete the chart:

	CRADLE	TEA SET	OBJECT COLLECTION
What do you see?			
What kind of people might have used this?			
What do you think their life might have been like?			

* What skills did you just use? ____________________

____

____

____

Name ______________________________

SLIDE PROGRAM: "How to Use a Museum
As a Resource"

II. Slides from the NATURAL HISTORY MUSEUM, Smithsonian Institution

A. What to ●● for: Adaptations to Environment

Write down any evidence you see of adaptations to each environment.

1. Eskimos Type of environment/habitat ______________________

2. Mountain Goats environment/habitat ______________________

3. Deer environment/habitat ______________________

Compare (things that are similar) and contrast (things that are different) the mountain goat and deer environments.

Similarities	Differences

B. What to do: How would you use your five senses to discover as much about these birds as you could and what do you think you could discover if you could pick them up? Select appropriate senses

1. Specimen drawer- Naturalist Center

Look-

Listen-

Feel-

Smell-

Taste-

* What skills did you just use? ______________________

____

____

SLIDE PROGRAM: "How to Use a Museum
As a Resource"

III. Slides from the NATIONAL GALLERY OF ART

A. What to 00 for: Portraits That Show a Personality

1. Napoleon In His Study by Jaques-Louis David

What the objects/elements of the painting tell you about the person.

Objects	What they "tell you"..

B. What to 00 for: Period, Theme and Style

	Period	Theme	Style
Madonna and Child Giotto			
The Alba Madonna Raphael			
The Houses of Parliment, Sunset Monet			
The Artists Garden at Vétheuil Monet			

C. What to 00 for: What art can tell you about lifestyles, people, moods, and times--art as a social document.

The Dancing Couple (Jan Steen)	The Copley Family (John Singleton Copley)	Ginevra De'Benci (Leonardo daVinci)

* What skills did you just use?

"WHEN YOU ARE BACK IN THE CLASSROOM..."

SUGGESTIONS FOR A MUSEUM VISIT FOLLOW-UP

These sample questions present opportunities for in-depth "After the Trip" discussions, writing assignments, or enrichment. These types of questions develop critical and creative thought. They require the higher level thinking skills and can be used as a culmination to the museum visit.

1. History

   a. Analysis

   Compare (similarities) and contrast (differences) in two exhibits. (Themes, types of objects, exhibit design, etc.)

   b. Synthesis

   After looking at objects that help us better understand past events and people, predict possible items that you think will be exhibited in a history museum to tell about American life in the 1980's.

   c. Evaluation

   "The past is worth preserving." Support or refute that statement using what you saw and learned in the museum.

   Based on your museum visit, how has your view of history changed?

2. Art

   a. Analysis

   Compare and contrast two styles of painting.

   b. Synthesis

   Create your own work of art....

   ...to illustrate a technique found in the museum.

   ...to make a social statement about life in the 1980's,

   ...to (your own idea).

   Predict what you think art will be like in the twenty-first century (consider materials, techniques, themes, etc.).

   c. Evaluation

   Learning about works of art is a valuable part of your education. Based on your experience in the galleries, support that statement.

   Based on your museum visit, how has your view of art changed?

3. Sciences

a. Analysis

Select two animals that live in different environments. Expalin how their appearances relate to their habitats.

b. Synthesis

Based on your observations of airplane design over the years, illustrate what you think the plane of the twenty-first century will look like.

c. Evaluation

"Science at best provides us with questions, not absolute answers." Norman Cousins

(Found in the National Museum of Air and Space.)

-Explain what you think this statement means using examples of objects you saw in the museum.

-Explain what you think that statement means from the perspective of space, natural history, technology, etc.

-Based on your museum visit, how has your view of science changed?

-Of the scientific developments you found exhibited in the museum, which do you think is the most valuable to man's progress?

4. Any Type of Museum

Evaluation

Name the objects/exhibits/works of art which did the following for you:

Taught you the most
Really interested you
Made you think about the future
Produced the deepest feelings
Made you think of a time or event in your own life.

ASSEMBLING, ARRANGING AND ANALYZING EVIDENCE
IN HISTORICAL RESEARCH

or

"Fitting the pieces of the past together!"

Historical Question:

Question: ____

____

____

____

Source

Topics/Chronology, etc.

Places where you can become
An Historical Detective

Manuscript libraries- museums

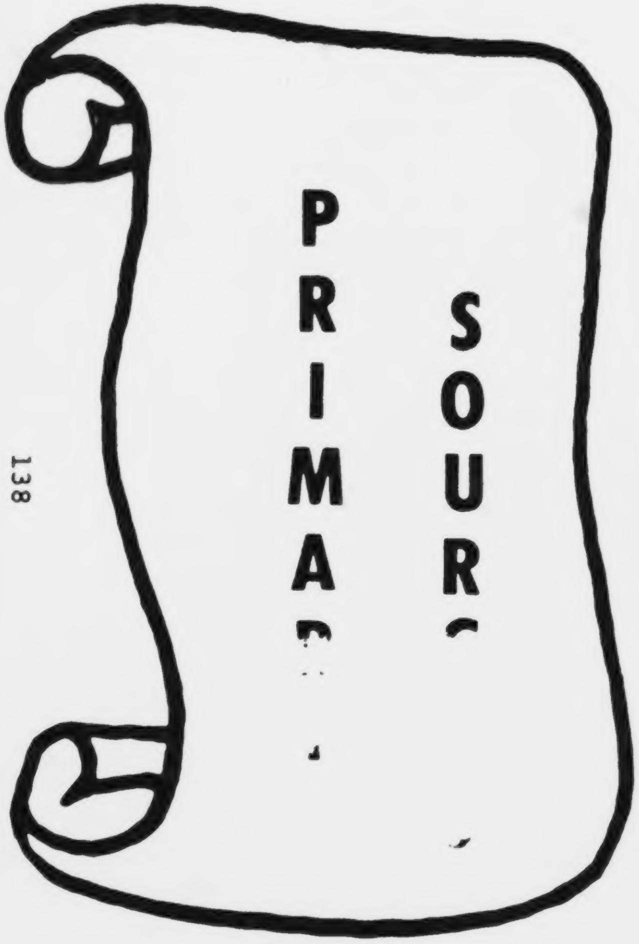
Historical Societies, ie. Virginia, Henrico, Richmond, etc.
Church records
Public libraries, ie. microfilm of newspapers
Businesses (past records, ownership, prices, objects, etc.)
State and local government offices
- County Clerk
- Recorder of deeds
- Bureau of Vital Statistics
- Clerk of the Courts

  Info. on births, deaths, taxes, inheritance, licenses, marriages, divorce, property ownership, bankruptcies, census records, lawsuits, judicial records.

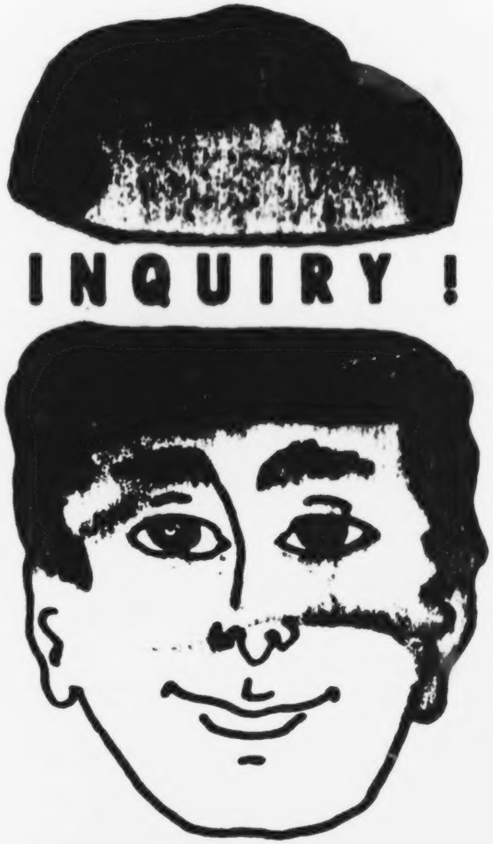
Cemeteries
Monuments
U. S. Geological Survey Map Information office, Washington, D.C. 202
The National Archives.
Federal Archives and Record Centers (Records for Virginia are in Philadelphia)

Chief of Archives Branch
Federal Archives and Record Center
5000 Wissahickon Avenue
Philadelphia
Pennsylvania
(215) 915-9568

There are more! Can you find any?



- HISTORICAL PRINTS
- PHOTOGRAPHS
- NEWSPAPERS
- WORKS OF ART
- PORTRAITS
- DIARIES
- JOURNALS
- LETTERS
- COUNTY & CITY RECORDS
- BOOKS
- INVENTORIES
- WILLS
- DEEDS
- MAPS
- DOCUMENTS
- MEMOIRS
- PERIOD LITERATURE
- OBJECTS



INQUIRY !

SKILLS

- RESEARCH
- APPLICATION
- ANALYSIS
- CLASSIFICATION
- OBSERVATION
- INTERPRETATION
- COLLECTION & ORGANIZATION OF DATA
- SYNTHESIS
- IMAGINATION
- HYPOTHESIZING
- EVALUATION
- DECISION-MAKING
- REASONING
- CREATIVE THINKING
- CRITICAL THINKING
- PROBLEM SOLVING

— DEFINE THE PROBLEM

— DEVELOP HYPOTHESES

— TEST HYPOTHESES

— DEVELOP CONCLUSIONS

— APPLY CONCLUSIONS

ATTITUDES & VALUES

- CURIOSITY
- RESPECT FOR COMPLEX ANSWERS
- EXCITEMENT FOR LEARNING
- VALUING EVIDENCE FOR ACCURACY
- OBJECTIVITY
- TOLERANCE FOR AMBIGUITY
- RESPECT FOR QUESTIONS
- PRIDE IN & RESPECT FOR THE PAST

EVALUATION OF SOURCES

The first two excerpts are taken from Frederick Law Olmsted's The Cotton Kingdom. Olmsted traveled in the South in the early 1850's. This book is his first-hand account of the South in its pre-Civil War years.

December 11, 1852
" Wish to see for myself, and shall report with candor and fidelity, to you, the ordinary conditions of the laborers of the South, with respect to material comfort and moral and intellectual happiness." (p. xvi)

As you read the two short accounts, evaluate Olmsted's "candor and fidelity" with regard to seeking provable facts, opinions, emotions, etc. Be aware that these examples are only two passages from a two-year trip and that each statement is an excerpt from a broader description.

A. "I...then left for Mobile, on the steamboat Fashion, a clean and well-ordered boat, with polite and obliging officers...

There were about one hundred passengers on the Fashion, besides a number of poor people and negroes on the lower deck. They were, generally, cotton-planters, going to Mobile on business, or emigrants bound to Texas or Arkansas. They were usually well dressed, but were a rough, coarse style of people, drinking a great deal, and most of the time under a little alcoholic excitement. Not sociable, except when the topics of cotton, land, and negroes, were started; interested, however, in talk about theatres and the turf; very profane; often showing the handles of concealed weapons about their persons, but not quarrelsome, avoiding disputes and altercations, and respectful to one another in forms of words; very ill-informed, except on plantation business; their language ungrammatical, idiomatic, and extravagant. Their grand characteristics--simplicity of motives, vague, shallow, and purely objective habits of thought; and bold, self-reliant movement." (pp. 214-215)

Read Olmsted's account again carefully, looking for provable facts and opinions.

a. List below at least two statements of provable fact.

BEST COPY AVAILABLE

____

b. List below at least two statements of personal opinion.

____

____

c. Other comments in relation to evaluating the account:

5. "During the forenoon my road continued broad and straight, and I was told that it was the chief outlet and thoroughfare of a very extensive agricultural district. There was very little land in cultivation within sight of the road, however; not a mile of it fenced, in twenty, and the only houses were log-cabins. The soil varied from a coarse, clean, yellow sand, to a dark, brown sandy loam. There were indications that much of the land had, at some time, been under cultivation--had been worn out, and deserted.

Long teams of mules, driven by negroes, toiled slowly towards the town, with loads of rice or cotton. A stage-coach, with six horses to drag it through the heavy road, covered me, as it passed, with dust; and twice, I met a stylish carriage with fashionably-clad gentlemen and ladies, and primly-liveried negro-servants; but much the greatest traffic of the road was done by small one-horse carts, driven by white men, or women." (p. 179)

Read this account again carefully, looking for provable facts and opinions.

a. List below at least two statements of provable fact.

____

____

b. List below at least two statements of personal opinion.

____

____

c. Other comments in relation to evaluating the account:

WHEN SOURCES DISAGREE....
WHAT DO YOU DO?

In the process of using a number of different sources, you hit a snag when sources don't agree on particular facts. So who is right? That can be difficult to figure out, if at all, and you are faced with the question of whom to believe. Below are three criteria you can use to help you decide which source is the most accurate. This formula may not always work, but it gives you a start.

1. Closeness- The source closest to the event in time and space, if not an actual observer or participant. These sources are the contemporary accounts of events, descriptions of life and thoughts and the original words of official documents which we call primary sources. The problem is that these sources are often a mixture of eyewitness and hearsay evidence. They can also be filled with emotion rather than objectivity or impartiality. In addition, time lapses may dull someone's memory--the event took place in 1610 and the person doesn't write about it until 1622. Pretend that you are asking, "Were you there?" "How long ago?" Doing what?" and "Who are you anyway?"

2. Competence- The source most capable of understanding and describing a situation. A witness may be intelligent and write well but not be an expert on the topic.

   Examples:

   a. Would you rather learn about a football game from a member of the team or someone attending a football game for the first time?

   b. Could a lawyer describe a courtroom scene better than a man off the street who came to observe?

   c. Could an architect better describe a building than someone who is passing by.

   There are exceptions to any example, but you get the idea!

3. Impartiality- The source with the least to gain from distorting the facts. Reasons to leave out or add to facts vary, or there is emotional envolvement in the event.

Official records such as election results, weather, sports statistics, transportation records, prices, etc. are recorded by people whose jobs are for that purpose. Discounting error, they are accurate and without emotion. On the other hand, when people know they are being recorded, they tend to go beyond the normal facts, expand or leave out--make themselves or their organization look good. Is the Declaration of Independence and impartial account of the English monarchy in the 1700's? Is the football player impartial in trying to convince a referee? Is a description of a person impartial if given by someone in love with that person?

Through good detective work and use of other sources you can figure out how to get the most from a source.

Good Luck!

(Credit: Segments Taken From
Researching, Writing
and Publishing Local
History

??? IN SEARCH OF ???

SOURCE	TYPE (book, primary document such as map, letter, print, photograph,etc., object, art, etc.)	WHERE LOCATED IN MUSEUM

TEACHER GUIDELINES
FOR PLANNING A MUSEUM VISIT

I. Teachers play vital roles in all phases of a museum visit, thus binding museums and schools in common goals for learning. Below are suggested guidelines making a museum experience an integral part of classroom instruction.

A. Evaluate what the museum visit can do to enhance learning beyond the resources available in the school.

B. Develop objectives for the visit. Refer to broad goals listed when developing specific objectives.

C. Visit the museum to become familiar with the exhibits and identify the ones which best complement your instruction.

D. Inform the museum educator of:

1. objectives for the visit
2. curriculum
3. ideas as to how the museum visit should relate to your classroom instruction
4. the needs, levels, and interests of your students.

E. Inquire as to the various programs and services available and select a program that addresses the needs above. If planned programs do not meet your curriculum needs, make suggestions as to alternative activities or special areas of focus.

F. Conduct appropriate classroom preparation in terms of knowledge you expect students to gain.

H. Discuss the following with students in preparation:

1. nature of the collection
2. purposes and functions of the museum
3. type of program in which they will be involved
4. objectives of visit
5. skills and attitudes necessary for a successful museum visit.

I. Develop appropriate follow-up in the classroom.

1. oral and written evaluations and activities
2. evaluation of student performance and participation
3. student evaluation of experience
4. "after the trip" questions related to exhibits (focus on analysis, synthesis [creative thinking], and evaluation)
5. creative products related to the museum experience for display in classroom and/or museum
6. application of skills, i.e. observation and inference, in classroom lessons.

EDUCATIONAL GOALS OF A MUSEUM VISIT

II. The following are broad goals which a teacher can use in planning a museum experience.

- -To learn how to use a museum as a resource in research.
- -To develop an understanding that knowledge exists in many different forms.
- -To understand relationships among sources of knowledge and among the main disciplines of the humanities and sciences.
- -To develop critical, creative and evaluative skills.
- -To develop inquiry and questioning skills.
- -To sharpen powers of observation and interpretation.
- -To become an active participant in the learning process.
- -To provide personal, aesthetic and affective experiences as a necessary part of learning.
- -To develop a love of learning.
- -To broaden opportunities for research beyond secondary sources.
- -To enjoy a museum and see it as an educational institution.

SAMPLES OF STUDENT WORK RELATED TO ARTIFACTS AND AN ACTIVITY IN THE ROLFE MUSEUM.

A sixth grade social studies teacher at Rolfe, Miss Annie Evans, used objects and an activity from the Rolfe Museum for lessons on the use of artifacts in discovering the lifestyles of people of the past. The lessons included an object analysis and hypothesizing lesson using objects with which the students were unfamiliar, a creative writing assignment based on their hypotheses, and the extension of thinking skills in an additional lesson on how objects reveal the past. Samples of student work are included from the two social studies classes. These two classes will visit the museum in January for follow-up lessons.

Nicely done!

My Artifact

My archaeological find is a deer skin stretched out on a wooden frame of sticks. The animal skin is soft in some places but rough in others. It also has about fifteen peculiar holes in it. Some are smaller than a dime and some are almost as large as a quarter. Listen to my theory on it. oh!

Once, in 1,200 A.D., there was a little girl who lived somewhere in the Middle East. Her name was Taharine (Tah-hah-rin). good! She was eleven years old. Taharine had a ten year old sister named Chahadine (Cha-hah-din). Taharine and Chahadine often got bored once their chores were done because there were no children other than themselves in that area. They tried to find ways to amuse themselves but nothing ever worked.

One evening when her mother was skinning a deer her father had caught, Taharine sat down to watch. After a few minutes Taharine suddenly had an idea. "Mother," she asked, may I please have the skin of the next deer Daddy catches?"

"Yes, dear, but run off to bed now. It's late," her mother replied. Taharine ran off to bed but she wasn't in any hurry to sleep. She wanted to tell Chahadine her plan. Taharine leaped into the tent-like structure the two girls slept in and landed on Chahadine.

"Ouch!" Chahadine exclaimed.

"Sorry," Taharine replied, "but listen, I have a great idea for a game!"

"Really?" Chahadine asked.

"Yes," Taharine answered. Taharine then told Chahadine her plan.

The next day Taharine and Chahadine asked if they could go hunting with their father. To their delight he said yes.

On their hunting outing Father shot three deer with his arrows and spears. The last one was hard to catch. Father shot three arrows at it and had to jab it many times with a spear. (Remember all the holes?) ✓

Their father said that they could have the third deer if they cleaned it. It was a nasty job, but the children knew the outcome would be worth it.

Taharine started to skin the deer while Chahadine went to gather sticks in the woods. On Chahadine's way back she spotted some rocks the size of a half dollar. She took them. When Chahadine returned, Taharine had finished skinning the deer. Taharine was delighted to see all the things Chahadine had brought from the woods. She had brought four sticks that if tied together would fit nicely around the deer skin. Also she brought two long sapling trees and eight half dollar sized stones.

They carried the four sticks for the frame and the deerskin down to the stream. Taharine dipped the deerskin into the water. Chahadine got some old strips of deer hide. They first tied the four sticks together ~~for~~ to form a frame. Next they borrowed (without asking) a knife from their father and poked holes around the edges of the skin. After that they stretched out the skin and tied it to the inside of the frame. Then they hung it in the woods so it would dry without their parents seeing it.

They then went off to find berries. They found a lot. There were many different kinds. Next they borrowed (without asking) eight clay pots of their mothers. (What a sneaky pair of kids!) I agree! They squeezed the berries into different pots to make dye. After that they put a rock into each color. They hid them in the woods so their parents wouldn't know.

Next they went back to their deer and cut off and cleaned two of its hoofs. They also sawed off its antlers. Then they cut off the rest of the deer's skin and dipped it into a pot that they had filled with water. They cut it up into strips and laid it out in a sunny patch in the woods to dry.

Then they decided to go to bed. They planned to get up early in the morning to work on their game.

In the morning the kids woke up before their parents. They went to the woods and found their stones dry. Their deer hide had dried too. After that they chopped the saplings into sticks about an arm's length long. Then they scraped the bark off. They even whittled their names into them. They went looking for a big boulder next. Then they found a large log which they chopped into two pieces as high as the boulder. They cut grooves into the tops of them. The grooves were about as wide as the sticks on the frame. Next they took the antlers and the deer hide strips and formed a basket with the antlers as a base. They then tied the deer hoofs on two sides of the frame for decoration. They set the logs next to the boulders and set the frame on the boulder and logs. After that they put the basket next to the table and the whittled sticks next to it.

Do you know what game they had invented?

The very first pool game is the correct answer. Very clever!

I don't know what happened to the rocks and the deer hoofs. I don't know what happened to the basket either. The logs and pool sticks disintegrated. But I'll always have the story of the very first pool game.

Excellent!

Very Creative!

By Joan
Marie
Hochstrasser
11-9-88

11/6/199
Social
Studie
Story
on
[illegible]

excellent! A+

This is a story about a very old thermometer that has been through many hands in the past. This is the story of it's past and present.

The thermometer was made in a small shop in Williamsburg, V.A.I was then sold to George Washington.

Washington bought it as a good luck charm during the Revolutionary War.

When it was real hot outside many of the soldiers in the army would say," It must be 100° out here today!" George Washington would take out his thermometer and tell them the real temperature. Most of the time the soldiers would be right about the hot temperatures.

When it was very cold outside the soldiers would say it was freezing. Then George Washington would get out his thermometer and tell the soldiers the real temperature. Most of the time the soldiers would be right about the freezing temperatures. Sometimes it would be even colder than freezing. These freezing temperatures occurred acured during the Battle of Trenton and the crossing of the Delaware River with Washington and his army.

One day George Washington was looking at his thermometer while he was resting. A British soldier popped out from nowhere and shot at George. He missed, and George dropped the thermometer and ran for cover. The Redcoat picked up the thermometer and threw it in woods.

After the Revolutionary War was over a new war was started. It was the Civil War.

The Union Army was traveling through the woods and then it began to get dark. The army decided to make their camp in a clearing in the woods. One of the soldiers was clearing away the brush so they could make a fire. Under some of the leaves and sticks was the thermometer that had once belonged to George Washington.

This soldier used the thermometer for many things. He checked the temperature of the fire and the air. The soldier also used it to see how hot the cooking water was that they were going to have have to cook the food in. This soldier also kept the thermometer as a good luck charm as Washington did.

That night the Confederate Army made a surprise attack and killed many of the Union Soldiers. This soldier was one who got killed.

No one found his thermometer and it stayed there for over a century.

Then some archeologists were digging and found many items. They found bullets, knives, and the thermometer. They took all of the items to a museum.

At the museum they preserved the items at cleaned them up. Then they were put in an exhibit case. These items were put in the history part of the museum.

The thermometer will always be there and will never rot.

Wow! Very Creative!

Observation and Identification Chart

. Using your five senses, find out as much about the objects as you possibly can!

Object #	Color	Shape	Materials Used	Feels Like (Textures)	Sounds Like	Smells Like	Tastes Like (If applicable)	What do you think the object is?
	Grey red rusty black	front end is like a rocket other part is like a funnel	~~Metal~~ thin metal	Bumpy rough scratchy	whistle	rust something that has been burnt	NOT A P	~~a old-fashioned air pump~~ A blower t cool things down

Questions! Questions!

Along with many other sources you might use (such as newspapers, diaries, letters, records and documents, works of art, books, buildings, nature, etc.) to find out what life was like at a particular time and place, YOU can study objects or artifacts. If the objects are authentic and not reproductions, you can really touch the past!!! Perhaps the best way to get the full meaning of an artifact is to ask yourself some questions about it!

1. What is the object?
2. What was its purpose?
3. How was it used?
4. Where could it have been used?
5. Was it used in daily life or for special occasions?
6. Was it handmade or machine-made?
7. Who would have used this object?
8. What does the object tell you about the life of its owner(s)?
9. What might the "history" of the object have been before it found its way into someones attic or a museum? Create a short story around its life and use!

1. This object could be an air pump

2. To blow air in certain things.

3. Squeeze the handle and the bottom of the object opens and closes.

1. This object might have been used in Va. during times when they didn't have modern technology.

This artifact was used during daily life because on the artifact there is a label saying where it was made or used.

This artifact was constructed by machines.

Probably the people who used this artifact was metal workers or a coppersmith

- The object tells me that they used it a lot in everyday life so it seems to me.

The history of this object to me might have been a tool used to cool down hot metals and other things but mostly metals.

Cute title

A+

Bubba the Blower

by April A. Winbush

A long, long time ago there was a blower named Bubba. Bubba was born in 1787. He got his Master's Degree at Blower State University in cooling off metals. Bubba graduated from college after staying there for three whole months!! The other nine months Bubba went out to look for a job. He got a job when he was a year old. Tools back then did a lot of things differently.

The first job Bubba received after he graduated was delivering pizzas to people's houses. The job only paid $2.00 an hour. Bubba was not happy with that at all. The second job he got was a door to door salesman. Bubba didn't like this job for two reasons. One of the reasons he didn't like it was that it paid less than the last job he had. Second of all the area that he went to it always rained there and Bubba the blower was allergic to rain because if he got wet he would turn rusty. Bubba had to quit that job. Finally Bubba found the perfect job for himself.

He took it. Bubba started off as Vice-President because he had a Master's at cooling off metals. His speciality was cooling off gold after it has been heated. Even though Bubba had a great job he was still unhappy. Four weeks later Bubba got married. He married another blower but she was a petite and dainty hair blower. Her name was Lachelle. After Bubba married Lachelle he wasn't unhappy anymore.

Bubba liked his new job at cooling off metals. He was making way over minimum wage, because he was working for a very well-known company and also because he was the Vice-President.

Bubba and Lachelle got a house in Varina. The house was a tri-level. A very modernized house for that particular time. Lachelle quit her job because she was going to have a baby boy. She would name him Mark. Bubba knew this and stayed at home for 3 weeks to take care of her. Finally at 12:04 p.m. May 22, 1789 Mark was born. He weighed 6 lbs. and 4 ounces.

Mark was a cross between a hair blow-

and a metal blower. He decided he wanted to follow in his father's footsteps. This made Bubba very proud. He taught Mark everything he knew and because of this Mark got one of the best jobs a teenage blower could get.

The last years of Bubba's life he spent as much of it as he could with his family.

On June 24, 1992 Bubba was killed by his worst enemy, rain! Bubba died when he was outside straightening the yard when all of a sudden it started to rain and Bubba had the worst allergic reaction he had ever had in his entire life. Wet!

After 2 years had passed after Bubba's death, Mark became a multi-billionaire. Mark wanted to do something to honor his father, so Mark dedicated a whole park to Bubba with a shrine of him right in the center.

Bubba the blower was a great citizen, and a good hearted family man. His dedication to his family and metals will never be forgotten! The End

Very creative!
I love ☺

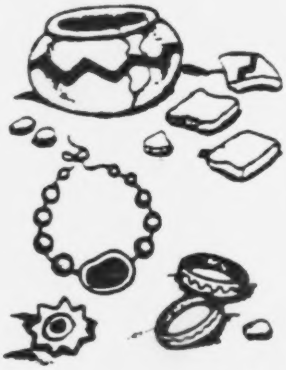
CHALLENGE

Archaeological Artifacts

● Archaeologists have been working at four sites and have uncovered evidence of human life. The sites are in different places and from different times. Examine the evidence below. Then answer the questions about the people who lived at each site.

Site A

plows
outlines of mud huts
dog and cow bones
cotton clothing
corn

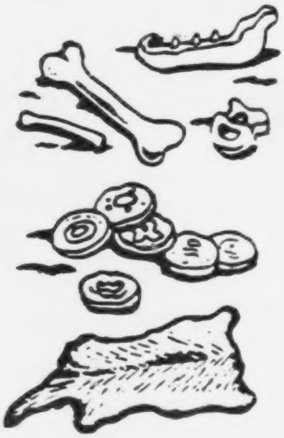


Site B

tablets with inscribed amounts
storerooms with jewelry and pottery
coins
silk clothes
outlines of large houses

Site C

spears
shirts made of skins
no construction
berry seeds



Site D

tents
cow and sheep bones
settlement around a spring
corrals

1. How might the people have made their living?

Site A: By farming the area.

Site B: By selling the jewelry and pottery.

Site C: By hunting their animals

Site D: Maybe by keeping animals for people

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2. Write down another artifact that might be found at each site.

Site A: a broken wheel

Site B: something used for a writing tool

Site C: something to sew with

Site D: a nail that held down the tents

3. How might the people at each site have gotten most of their clothing?

Site A: Growing cotton and making it into clothes

Site B: Getting the silk from the silk worms & spinning it into clothes

Site C: Using the skins of animals they hunted

Site D:

4. How might each group have gotten its food?

Site A: Growing corn and other things that are edible.

Site B: Buying food from the local farm market or store.

Site C: Getting their food from trees & plants that grow edible

Site D: Killing the animals they raised on the corrals.

berries, or by hunting.

5. List the sites in order from the most advanced to the least advanced. Give evidence to support your answers.

Site B **MOST ADVANCED** They had pottery & jewelry in storerooms,

Site D Settlement around a spring and they had corrals for animals.

Site A They had plows, cotton clothes, Most people back then didn't

Site C Most likely they lived in caves or mountains because

coins, large houses, & silk clothes.

have things like that.

they had no construction.

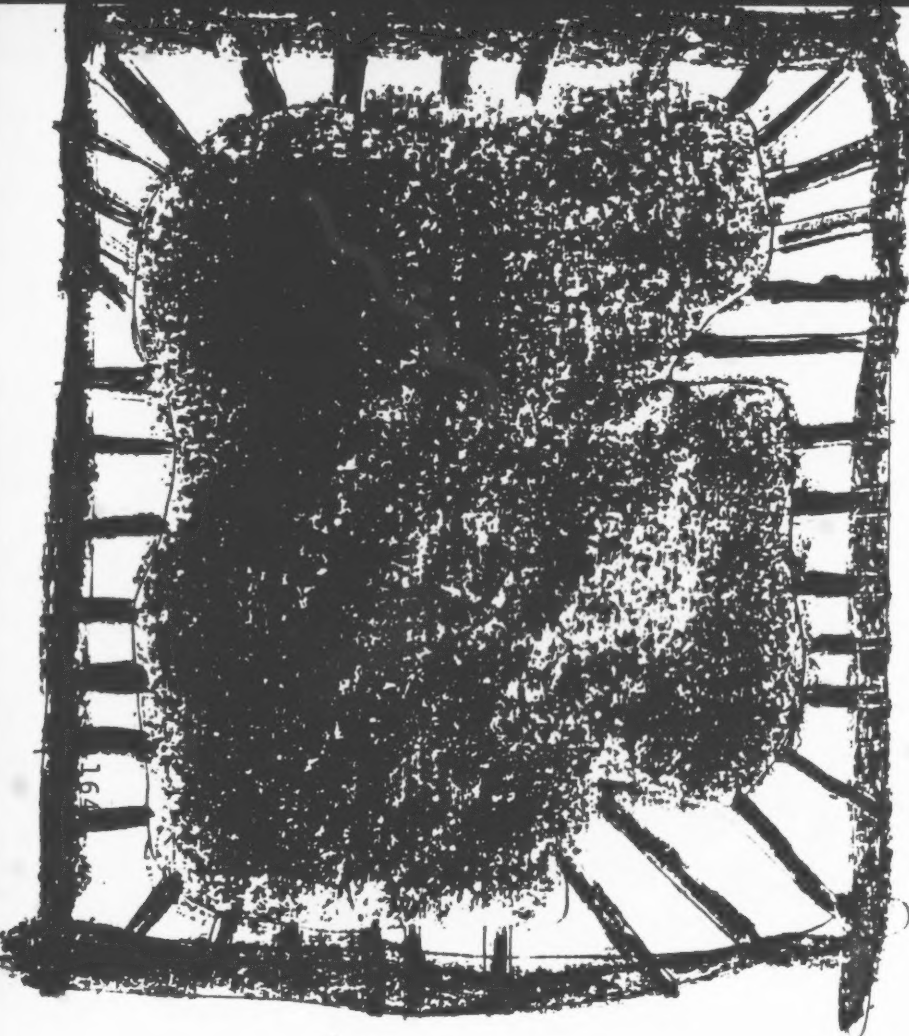
This is my Report

I am writing on a wall hanging. This wall hanging is made of rope, deer skin, and four logs. I also think it is a sign or medal.

It looks funny. I think it is a wall hanging. By the way it is designed, it either is a wall hanging or a carrier. I might be a carrier by the way it is designed. It looks like they would carry wood on it. The deer skin is tightly covered in the four logs.

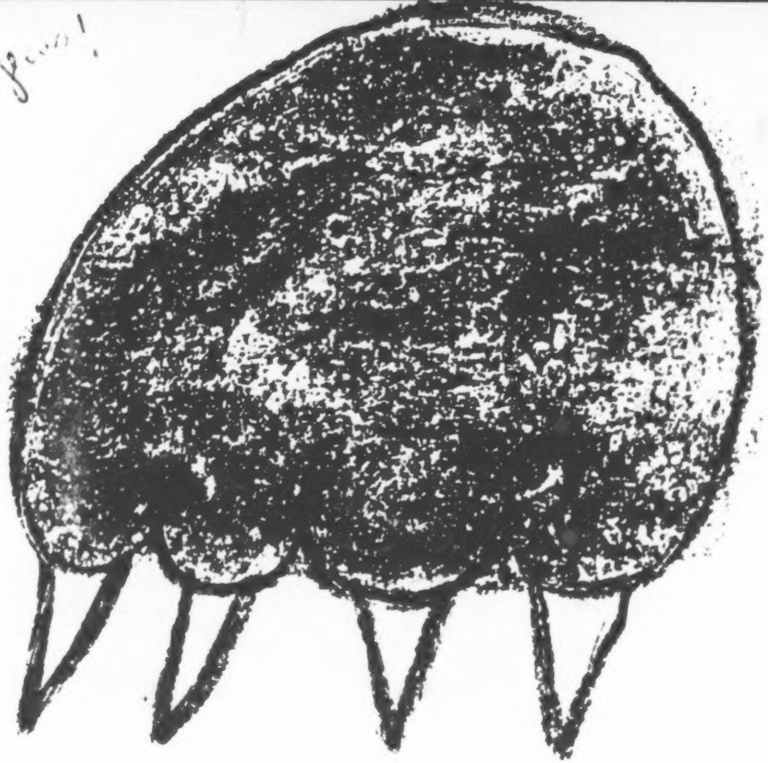
I also think it is a sign. A sign of a good hunter or something like a medal of doing something good. I think it is a medal of doing something good! Katie LaRosch in your home or family did somthing good, ~~like~~ saving a life or catching a robber. They would wear the piece or medal. I also think that they used it as a symbol for their gods. You know all the gods they prayed to. They also thought the gods would communicate through the symbals made of animal parts or just skin. They also used animal feet to keep bad spirits away from their home and family. They hung the feet or skins around their home to keep all the evil spirits far away. The skins scared the spirits 'cause the spirits were animals. So when a certain time came like Spring all at once the spirits would come according to the old tale. As the old tale says, the people in kensil would kill a deer or cow maybe a pig or rabbit. Also, in the myth it says the rabbits were used mostly because the feet and skin bring good luck. Sometimes they would even have bear claws and skin with the deer skin outside their homes. The deer skin would help the most because most of the evil spirits were deer or simular to it. So the skin scared them away.

The End



Bear Skin

Gorgeous!



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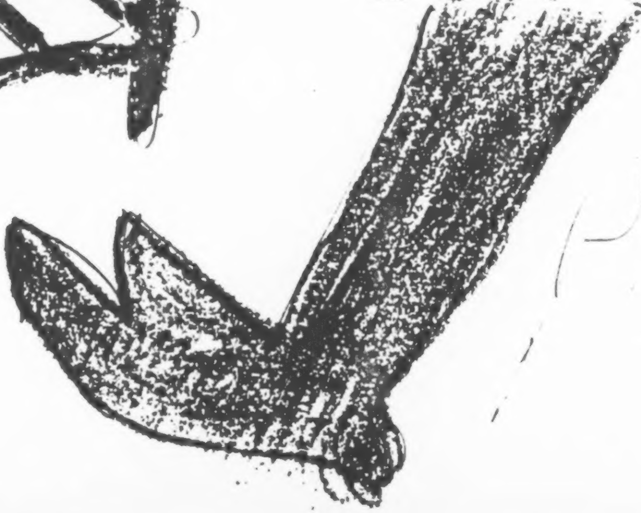

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Observation and Identification Chart

- Using your five senses, find out as much about the objects as you possibly can!

Object #	Color	Shape	Materials Used	Feels Like (Textures)	Sounds Like	Smells Like	Tastes Like (If applicable)	What do you think the object is?
	White seashell Brown stick black on ends of stick	the shell is like a bird's head	shell and stick and deer tendons	Smooth	like the ocean	smells like burnt wood	NOT APPLICABLE!!!!!	burning stick that you could stick food in the shell and cook the food.

Good observations!

1. Cooking tool is what the object is.
2. To cook with is what the purpose is.
3. Put food in the shell and cook it is what it was used for.
4. Anywhere is where it could have been used for.
5. It was only used on special occasions.
6. It was handmade.
7. The Indians would have used this object.
8. It tells you that the people didn't live that well.
9.

Very well-written!

A+

Shana Fone
11-06-88
2cnd

This artifact is a cooking tool that you stick food in the shell and cook the food over a fire. Very creative!

This artifact's colors are a white seashell, a brown stick, and black on the ends of the stick. The shape is like a bird's head and a spear. The shell sounds like the ocean. This artifact feels very smooth. It smells like a burnt wooden stick. The materials used for this artifact are a shell, a wooden stick, and deer tendons.

The stick was cut from a tree branch; it was cut by a sharpened rock. They first had to cut it down and pell off the bark.

Then they had to find a seashell in the ~~rivers~~ ocean. Then they would shoot a deer and take the deer tendons out of the deer. Finally, they put all the pieces together. This artifact was handmade. You could use this tool anywhere. It was only used on special occasions. The Indians would use this artifact. It tells you that the people didn't have a very well developed civilazation. These people lived in tents. They had very many special occasions so they used this object very much. These Indians dressed in skin from some animals that they hunted. They would cook the meat from those animals.

One day on the 4th of July, a special occasion, the Indians celebrated. Everyone that celebrated had this object. The day before that they would hunt a deer and cook that meat from the deer. They would dance around the fire and hold the meat over the fire. Then, when the meat is done, they start the ceramony. They pray during this and finaley start eating. This would last all night. This is what would happen if they still had Indians. This is my story about my artifack. Do you know which artifact was mine? Yes!

[illegible] period
11/3/88
Andy Fincher

Ix

A 1. The people had plows for crops, and what kind of houses they might have had, and a how they had clothing, and corn might have been one of the crops.

B. They had tablets so that if any person found it they would know about the past, and we know that they had places to store food and other things and we know that they had beatiful jewealy and pottery, and coins which are worth alot of money, and silk clothes which were probably very scarce back then, and we find very big houses that they had.

C We find spears that they used for way or to hunt, and we find shirts that they had used for clothing, we found no construction, but we found berry seeds that they may have eaten.

C. We found tents that they used, and we found cow and sheep bones that they used for tools, and we found a settlement around a spring were they might have used to stay and so they were near water and corrals for i don't know.

A 2. We could have found fur clothes.
B. We could have found more houses.
C. We could have found more weapons.
D. We could have found more things about the settle ment at the spring.

A. 3. From cotten crops.
B. They had silk worms probably.
C. They got their clothing from deer ect.
D. They had fur and wool.

A 4. From crops.
B. From crops.
C. from animals
D. From fish.

D Site D. because they had not of things that is hard to find ~~the~~ things.

B Site B because you wonder how they got jewelly and silk clothes ect.

A. Site A. Because you wonder what some of their things were for like what was the outline of the mud house was for.

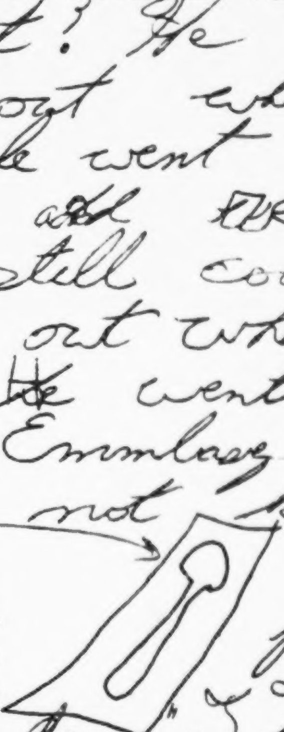
C. Site C because it shows you what the things were for because you are smart.

Excellent!

Very creative! A+

5.11

Once upon a time, Charles ~~was~~ riding ~~riding~~ a skate board and fell off. ~~and~~ He fund a funny shaped object. He picked it up and it looked like a thermomutey. But, what is it? He could not find out what it is. So he went to the libary and researched it and still could not find out what it was. ~~So~~ ~~He~~ He went to the ~~atfat~~ Emmbasy but they ~~did~~ not know. This is it.



"What is it?" ~~It~~, his friends said. ~~He~~ said, "It is a skate Board key." They said there ~~is know~~ was no such thing and he said, "I know, but I can make it up and say that." I went to class the S.S. teacher asked "What is it?" he said "I don't know or care."

J.11

After schol he went where he'd found it. a And he he Sound found a dictionary dictarny with the page open right to the Object. It had a spell writen on it, Dont toch or you will turn Gray. Jules was wandering what it ments.? He could not find out. He thought touth it ment get old. But that did not make sence sence. He went ahead and picked it up and a 16 year old boy became 96 years old. But He was still a young boy in the inside, but no-one believed him. He could still skate but people thought he was in a costum and tride tried to take it off and it hert him badly. We knew what the object was but we would never tell him untill he chaged his self back.

3:11

That reasons is becorse it will turn him one year older. When he changed back after one year, we told him and it was a year thermomoter to tell how old you were. He said, "Thats all?". Yes, but it could be a good luck charm. What he did was turned a year older and gave it to his girl friend for a luck charm. After five years they got married and she was holding his hand and in the other had the luck charm. They lived a happy rich life. He turned the object to his sons school and that is how it got here.

The ?

Very Creative!

1. A neck cutter
2. To kill animals
3. To cut neck to kill animals.
4. Anywhere that people could hunt.
5. Daily Life
6. Handmade
7. Indians
8. What they had to Hunt

Questions! Questions!

Along with many other sources you might use (such as newspapers, diaries, letters, records and documents, works of art, books, buildings, nature, etc.) to find out what life was like at a particular time and place, YOU can study objects or artifacts. If the objects are authentic and not reproductions, you can really touch the past!!! Perhaps the best way to get the full meaning of an artifact is to ask yourself some questions about it!

1 What is the object?

2 What was its purpose?

3 How was it used?

4 Where could it have been used?

5 Was it used in daily life or for special occasions?

6 Was it handmade or machine-made?

7 Who would have used this object?

8 What does the object tell you about the life of its owner(s)?

What might the "history" of the object have been before it found its way into someones attic or a museum? Create a short story around its life and use!

A+

One day, four little boys were looking at the news. They said that four different artifacts were in dark spaces of gorgan. That is the most famous place that artifacts were found. ~~So~~

So, the next day they went out to the Dark Spaces of Gorgov. When they got there they started to dig and dig, but they didnt find anything. So they went home and started to look at the news, but the reporter said that none of the artifacts were found. The reporter said that the most famously used one was the neck cutter. The color was red + tan. The shape was slender. The materials used was a sharp rock, a finely shaped stick and a finely shaped rope.

The next day, they went out again and they still couldntit, but a ~~few~~ few minutes later one of the boys found something that looked like a shelf with deer skin on it so they took it home and told their Parents what they found. ~~So~~ They took it to the Museums and the next day they were on T.V. ~~They~~ They were very happy.

When they opined the door they found alot of stoff. They found flowe, corn, spice coins, tents, bones, silk clothing, and cereal. So, they took [illegible] to the museum... [illegible] with a [illegible] and [illegible] each [illegible] were [illegible].

[illegible]
You use a [illegible]
interesting [illegible]

But on the news they said the most famous one was still out theer. So, after the news went off, the four boys went to the Dark Spaces of Coribor and they started to dig and they found astone step. Then they keep digging there and they found more steps, finally they got to the last step and they dug until they made a hallway. It took 3 hours to finish the hallway. It was four doors. Each boy went in one of the doors. In the first door was a stack of cuniform tablets. In the second door was ~~was~~ a stick with a sea shell. In the third door was the object that had a sharp rock and a finlley shaped rock.

When they went to the last door, they couldnt get the door open. So they used the hammer to knock open the last door. Then they walked Down the next hall and then came to another door.

MUSEUM AND RESEARCH CENTER COLLECTION FOR YEAR ONE. (MATERIAL FOR YEAR TWO ARE DESCRIBED IN THE BODY OF THE FINAL REPORT.)

Materials developed or acquired:

- Booklets written for distribution at presentations on the project. They vary according to the nature of the audience. The most recent one, written for teacher workshops, is attached.
- A booklet written for museum educators. I wrote this one for distribution at a presentation I gave two years ago at the annual Virginia Assosciation of Museums Conference. It will be used through this project as a means of sharing with museums the needs of students and teachers visiting museum sites(interprofessional cooperation).
- A narrative on ideas for exhibits (submitted to exhibit designer.
- Explanations of exhibit illustrations.
- Three transparencies I designed for student instruction and teacher in-service on following topics:
    1. primary sources
    2. the inquiry process and related thinking skills and attitudes
    3. observed and proposed changes in student attitudes and behavior as a result of exposure to this project and its educational philosophy
- Books and materials sent by Dr. A. E. Gunther, London, England, as a result of our correspondence with him:
    1. Rolfe Family Records, Vols. I, III (2 copies)
    2. Rolfe Family Papers, (4 copies)
    3. Mr. Gunther's letters
    4. Map of England on which he has marked sites lived or visited by John Rolfe and Pocahontas. For all sites he has written narratives which the students can use for developing exhibit labels.
    5. A Guide to Old Heacham, Its History and Architecture (A.E. Gunther)
- Copies of primary sources from Jamestown's manuscript library:
    1. Chapters from-The Historie of of Travell Into Virginia Britania by William Strachey, (early 1600's)

        a. "Manner of Government, Townes, Houses, Dyet, Fishing, Fowling, Hunting. etc." (12 copies)
        b. Dictionarie of the Indian Language... used within the Chessiopioke Bay..." (from British Museum and Bodlian Library, Oxford University) (12 copies)
    2. "A True Relation of the State of Virginea" Lefte by Sir Thomas Dale Knight, in May last 1616, by John Rolfe (12 copies)
    3. Chapters from Travels and Works of Captain John Smith, Edward Arber, ed.
        a. "Relation of Virginea," Henry Spelman (12 copies)
        B. "Letter to the Earl of Salisbury, 15 December 1607" (12 copies)
        c. "Of the Natural Inhabitants of Virginia, 1607-1609" (12 copies)
        d. "A Relation from Master John Rolfe, June 15, 1618" (12 copies)
        e. "A Particular of such nicessaries as either private families or single persons shall have cause to provide to goe to Virginea..." (1 copy)
    4. Purchas His Pilgrimes (description of life in Virginia (12 copies)

-Natural materials such as deer hide, sinew, ligaments hooves, wood, stones, shells, marsh grasses, etc. purchased from Jamestown to make reproduction Indian tools and other objects. Students have made these objects using the methods the Indians would have used, thus making the interpretation more authentic.

-Reproduction Indian artifacts such as rake, hoe, fishing spear, hunting spears, bow, bark scraper, flaking tools, and knife (student made)

-Twenty 8" X 12" mounted color photographs of Woodland Indian life and activities (taken in Jamestown Indian Village and prepared for classroom use).

-Ten 8" x 12" mounted deBry engraving prints made from 1590's drawing and by John White at Roanoak

-A Briefe and True Report of the New Found Land of Virginia, the Complete 1590 Edition With 28 Engravings by Theodore deBry, compiled by Thomas Harriott.

-Student developed interpretive activity using above mounted photographs and prints.

-Interpretive Diary written by student during his artistic creation of a 10' x 4' mural of the Virginia woodlands.

-The McAvoy collection of prehistoric and woodland Indian objects and colonial objects (approximately 100 pieces)

-The Wallace Collection of Indian artifacts (11 pieces)

-The Herbal or General History of Plants, 1633 edition

-20" x 24" copy of the print, "The Marriage of John Rolfe and Pocahontas," State Library (English Version)

-20" x 24" copy of the print, "The Baptizm of Pocahontas"

(State Library)

- -11" x 14" copy of color print of a Pocahontas portrait (State Library)
- -8" x 10" photographs of portraits of Pocahontas or events in her life (State Library)
- -"John's Royal Wife," a paper by David Garrett.
- -"The Descendants of Pocahontas, An Unclosed Case", E. Moore and R. Slatlen, Magazine of Virginia Genealogy.
- -Manuscript of book, The Romance of Pocahontas, 1910.
- -The Coming of Willoughby, Lucie R. Stone.
- -"Master John Rolfe, Husbandman," by William Gaines, Jr., Virginia Cavalcade
- -"The Name and Family of Rolfe,"Roots Research Bureau, New York
- -"A History of 'Varina on the James'," a paper by Janet Stoneman
- -"A New Theory: A Paper on Varina and its Early Neighbors in the Seventeenth Century,"Edward R. Thompson
- -42" x 30" framed chalk drawing of Captain John Smith
- -Christopher Wren and St. Paul's Cathedral, Ronald Gray
- -Building the Medieval Cathedrals, Perry Watson
- -Autographs, 1701/2, Elizabeth Lawrence-Dow (books on local landgrants, with copies of signatures acquired in the Office of Public Records, London)
- -A Collection of all of the Acts of the Assembly of Virginia, 1733, Virginia State Bar
- -18 maps of early Henrico County and Richmond, copies from the State Library Archives
- -Original Newspapers: Gazette of the United States, 1789
  - New York American 1835
  - The World/New York 1860
  - The New York Herald 1861
- -Copy of Virginia Gazette, September 27, 1787
- -770 books on history and literature, ranging from eighteenth to twentieth century history (donated by an historian)
- -Large portfolios containing articles and materials on three types of historians and their careers:
  - a. the researcher
  - b. the architectural historian
  - c. the archaeologist
- -Two artifact boxes containing objects from the 18th century
- -An "Object Analysis Lesson"—I have included a teacher guide, observation and hypothesis charts for students, and suggested questions for object identification, and follow-up questions
- -Activity lesson guides written by Richmond area teachers following a workshop in the John Rolfe Museum
- -Objects from various periods of American history, donated by Mrs. Maude Motley, a former resident of Varina
  - a. Confederate soldier's discharge papers, 1864

b. a World War I helmet
c. a gas mask and case
d. a Malvern Hill commemorative brick
e. a brass coat of arms frame
f. Confederate military letter, Sept 19, 1984
g. Confederate money, fifty dollars

- "How we Study History," a study unit which guides students in a step-by-step process to learn how to examine primary sources and objects to gain knowledge of the past. Slides are included. (developed by Colonial Williamsburg)
- A collection of primary sources on the social history of Virginia, 1760-1775, Primary sources include:
  a. newspaper entries
  b. Bible records
  c. portraits
  d. a map
  e. Vestry book
  f. journal entries
  g. a game
  h. wills
  i. an invoice

  These sources are accompanied by an introductory categorizing of the documents by subjects, activity description for each source, procedures, discussion topics, student worksheets, and extended activities (developed by Colonial Williamsburg).
- Materials and activities collected and developed by some of the twenty Henrico County teachers who participated in a four day workshop in Williamsburg funded by the National Endowment for the Humanities in 1982. One of the strategies stated in this grant proposal is to have the Rolfe Historical Research Center serve as a clearing house for these projects, develop an inventory for each secondary school, and disseminate the materiaals throughout the county as requested. The materials from this NEH project that are here thus far include a wealth of resources and are listed below.
  1. The Development of Colonial Architecture in Henrico County (86 copies) Anne F. Colley and George Wise, Highland Springs High School, Architectural investigative activity for Meadow Farm, Varina Farm and Wilton. (Classroom sets of copies of 8 x 11½ photographs of the nouses and architectural features are included.
  2. Historic Houses Along the James: Tours for Student Groups, Sally J. Ranson and Bonnie G. Martin, Hermitage High School. Investigative activities based on Wilton,

Shirley, Westover, Berkley, and Carter's Grove.

3. Experience Williamsburg, A Guide to Planning For Educational Field Trips, Victoria Mannion, Highland Springs High School, descriptions of educational opportunities available at Colonial Williamsburg.
4. Colonial Crafts of Virginia
5. The Colonial Williamsburg Crafts Series (1 copy of each):
    a. The Blacksmith in Eighteenth Century Williamsburg
    b. The Bookbinder in Eighteenth Century Williamsburg
    c. The Wigmaker in Eighteenth Century Williamsburg
    d. The Silversmith in Eighteenth Century Williamsburg
    e. The Printer in Eighteenth Century Williamsburg
    f. The Leatherworker in Eighteenth Century Williamsburg
    g. The Apothecary in Eighteenth Williamsburg.
6. The Colonial Williamsburg Archaeological Series (1 copy each) Digging for Carter's Grove, Ivor Noël Hume
   James Getty and Sons, Colonial Craftsmen, Ivor Noël Hume.
   The Wells of Colonial Time Capsules, Ivor Noël Hume
   Pottery and Porcelain in Colonial Williamsburg Archaeological Collection. Ivor Noël Hume
   Glass in the Colonial Williamsburg Archaeological Collection
   Ivor Noël Hume
   Archaeology and the Colonial Gardner, Audrey Hume
   Food, Audrey Hume
7. Guides to Colonial Williamsburg filmstrips. Contents of each include script, discussion questions, student activities, and additional reading suggestions (1 copy of each).
   Cooking In Colonial Days
   The Craftsman in Colonial Virginia
   Independence In the Making
   The Planter Statesman of Colonial Virginia
   Colonial Sports and Amusements
   Family Life in a Colonial Town
   The Cooper
   The Gunsmith

8. A Colonial Williamsburg Activity Book (3 copies)
9. Legacy From the Past
10. Williamsburg Collection of Antique Furniture
11. Eighteenth Century puzzle of British monarchs
12. Plants of Colonial Williamsburg

This list completes the NEH materials to date. Other materials and activities are yet to be collected.

- Family records, charts and history of the Bland family
- Family records, charts and history of the Hatcher family
- Family Tree, an Interact simulation unit
- A blank genealogical chart, Roots Research Bureau, N.Y.
- "Exhibit Design: Observations of a Student." a guide developed last year when museum students visited and analyzed two local museums to gather exhibit ideas
- Classification of present student activities in the museum according to the five major functions
- Seventeen prints of great works of art from the National Gallery of Art
- Let's Get Lost in a Painting, E. Goldstein
- Mommy, It's a Renoir, the use of art postcards for interpretation, A. Wolfe
- See the Paintings! A Handbook for Art Appreciation In the Classroom, Brook and Senators
- "Interpreting Art As a Social Document," developed as a classroom follow-up after I took students to the National Gallery of Art(ideas based on a program there)

"Using Critical and Creative Thinking in the World of Art," a unit with emphasis on reading, writing, and thinking skills (Paula Dunnevant and Anne Vaden)

- Master Register of 1976 Bicentennial Projects
- Comprehensive Calendar of 1976 Bicentennial Events
- Official Master Reference for 1976 Bicentennial Activities
- How to Visit a Museum, David Finn
- Nearby History, David KYvig and Myron Marty
- Prologue, National Archives publication (2 copies)
- Charters of Freedom posters, Nat'l. Archives
- Sounds of History, Nat'l. Archives cassette
- A More Perfect Union
- The Federalist Papers
- We the People , six copies of the Constitution
- File on the 1987 Constitutional Bicentennial
- Units and primary sources and documents produced by the National Archives. Each box contains approximately 50 copies of original documents pertinent to the period and guidelines for student use of primary source materials:
    - a. The Constitution, Evolution of a Government
    - b. The Civil War, Soldiers and Civilians

    c. The Progressive Years, 1898-1917
    d. World War I, The Home Front
    e. The 1920's
    f. The Great Depression - The New Deal
    g. World War II, The Home Front
    h. The Truman Years, 1945-1953

-List of County of Henrico Historical Society Library Holdings

-File collection (on-going) of historical topics, local museum programs and exhibits, museum and research activities, etc.

-Slide Programs:

1. "Search for the Past" , the work of five major types of historians and how they cooperate in uncovering the past (produced by Anne Vaden)
2. "The Riches of Richmond: Its Cultural, Historical, and Educational Resources"(A. Vaden)
3. "Images In Time," slides put to music revealing a sampling of exhibits at the Smithsonian and National Gallery (produced by Anne Vaden and Paula Dunnevant)
4. "How to Use a Museum As a Resource", examples of five major functions of a museum (collecting, preserving, researching, exhibiting, and interpreting) and lessons on how to make observations and interpretations in history, natural science, and art exhibits. (A. Vaden, and P. Dunnevant)
5. "A Glance at the National Museum of American History (A. Vaden and P. Dunnevant)
6. "A Glance at the National Museum of Natural History (A. Vaden and P. Dunnevant)
7. "A Glance at the National Gallery of Art" (A. Vaden and P. Dunnevant)

-A unit on museum as keepers of diverse sources of knowledge and how to use those sources effectively is presently being written and tested at Rolfe and Byrd Middle Schools by Anne Vaden and Paula Dunnevant. Copies of this unit will be made available in the John Rolfe Museum and Historical Research Center for use throughout the county.

-A unit on the U.S. Constitution is presently being written and tested at the above schools by the same teachers, and it will also be available upon completion. (It should be noted that grant funds were not used to produce these units.)

-Sixth grade students in the Talented and Gifted Program at Rolfe and Byrd Middle Schools are presently designing lessons on museums as exciting places to learn, focusing on the areas of history, art, and natural sciences. They will teach these lessons to students in their regular sixth grade classes. The Rolfe students will teach their lessons in the Rolfe Museum. All lessons from Rolfe and Byrd will be placed on file in the Museum for future use.

-Recording Your Family History
-Researching, Writing, and Publishing Local History
-Tracing Your Ancestry (book and Logbook)
-Technical Leaflets:
  Documenting Collections: Museum Registration and Reports
  Designing Your Exhibits: Seven Ways to Look at an Artifact
  Planning Exhibits: From Concept to Opening
  Traveling Facsimile Exhibits for the Local Historical Society
  Exhibit Labels: A Consideration of Content
  Methods of Research for the Amateur Historian
  History for Young People: Organizing a Junior Society
  History for Young People: Projects and Activities
-Guide to the Manuscript Collections of the Virginia Historical Society
-American Antique Newspapers: Pre-1800
-   "   "   "   : 1800-1861
-   "   "   "   : Civil War Years
-   "   "   "   : Reconstruction Era
-   "   "   "   : Far West
-The Management of Small History Museums
-A Guide to the Care and Administration of Manuscripts
-Local History Collections, A Manual for Librarians
-Local Government Records; An Introduction to Their Management, Preservation, and Use
-Museum Reference Posters
-Exhbiits for the Small Museum
-Making Exhibit Labels
-Help for the Small Museum; A Handbook of Exhibit Ideas and Methods
-School Groups are Welcome; Ideas and Suggestions for Guides and Guardians of Historic Houses and Museums
-Archival Book Plates
-Embossing Stanp
-A Guidebook to Virginia's Historical Markers
-Virginia Landmarks Register
-Cobblestone Subscription
-Back Issues of Cobblestone
  Archaeology
  Art of Photography
  Black History Month
  Constitution
  Genealogy
  Libraries
  Newspapers in America
  Presidential Elections
  Starting A Nation

-DuPont Mylar Map Envelopes by Hollinger
-DuPont Mylar Newspaper/Print Envelopes by Hollinger
-Document Preservation Storage Kit
-Archival Mounting Board, 8" x 10"
-Archival Mounting Board, 11" x 14"
-Archival Document Repair/Hinging Tape

Plans for continued growth of this Museum and Historical Research Center mean continued acquisition and development of materials, resources, and activities.